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ABSTRACT

This state assessment at the third-grade level is the first stage of a proposed three-year evaluation cycle of third, sixth, and ninth grades in North Carolina to aid personnel in making accurate decisions regarding improvement in the social studies curriculum. Students were randomly selected to represent the third-grade population in the state and the three geographical regions: Coastal Plains, Piedmont, and Mountains. An experimental objective-referenced social studies instrument was administered to measure students for mastery of selected social studies learning tasks. In addition, a randomly selected subsample of 450 of these students took a test consisting of two questions, administered orally and requiring oral responses. To assess mastery, eight objectives, drawn from the Division of Social Studies document "Social Studies Curriculum Guide for North Carolina," included the following: Information Processing, Physical Environment, Cultural Environment, Cultural Universals, Economic System, Political System, International Relations, and Acting for the General Interest. Results showed that North Carolina's third grade students scored satisfactorily or better on approximately two-thirds of the social studies objectives measured and that regional differences were slight. (ND)

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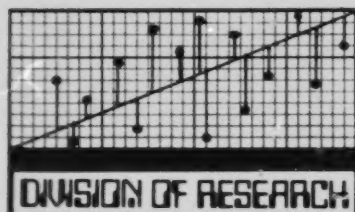
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GRADE

SOCIAL STUDIES

3



STATE ASSESSMENT OF EDUCATIONAL PROGRESS IN NORTH CAROLINA, 1973-74

DIVISION OF RESEARCH / NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH 27611

February, 1975

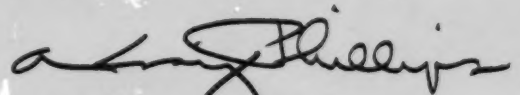
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FOREWORD

As one of the ways to improve the quality of public education in the State, personnel in the State Department of Public Instruction conduct an annual assessment of educational performance. This assessment provides educational decision makers with accurate and objective information for planning and administering the State's public elementary and secondary schools.

This year, a series of reports will be released on the performance of third-grade students. The reports will include reading, mathematics, language arts, social studies, science, cultural arts, health, and physical education. Also, special surveys on teachers' and principals' opinions of education will be released. All of this information should also help the general public to be better informed about the status of their schools on a statewide basis.

Aware of the fact that patrons and educators at the local school level also wish to know more about the quality of education in their schools, the State Department of Public Instruction is initiating a program to assist local school personnel to conduct assessment programs. Constructive use of this information, as well as statewide data, will insure continuing progress in providing appropriate learning experiences for all children and youth in North Carolina.



State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

In any major comprehensive effort such as the current Statewide Assessment of Education, it is impossible to recognize all individuals and groups who have made significant contributions. It is appropriate, however, to recognize a number of groups and agencies that have provided major services in this effort.

Were it not for the support of the members of the State Board of Education, funds and other resources would not have been allocated for the assessment program. The leadership provided by members of the Board is especially appreciated.

Special acknowledgments go to the personnel in the local school systems who cooperated and assisted with the assessment effort. The superintendents, the support staff, the principals, and the teachers proved to be accommodating and professionally dedicated in every respect. Their assistance was invaluable.

The Research Triangle Institute should be highly commended for assistance provided in several technical areas of the assessment.

The staff members from the Divisions of Reading, Language Arts, Mathematics, Science, Cultural Arts, Social Studies, and Health and Physical Education were vitally involved in the selection and development of tests for the assessment. Without their efforts, the comprehensiveness of the assessment would have been severely limited.

Finally, special appreciation is expressed to staff members in the Division of Research who successfully coordinated and completed this major assignment in a most efficient manner.

Wm. J. Brown Jr.

Director of The
Division of Research
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P R E F A C E

As part of his total effort to initiate better management techniques, the State Superintendent of Public Instruction indicated in 1970 that more and better information was needed for state-level planning. He initiated the State Assessment of Educational Progress in response to that need.

The assessment program was a collaborative effort from the beginning. Many levels of the education community contributed suggestions. Funds and services for the program were obtained from local, state, and federal sources. Cooperation among local and state components of the public school system and the nationally respected Research Triangle Institute was the backbone of the assessment. There was an open exchange of ideas, experiences, and services.

As a result of these cooperative relationships, the first State Assessment of Educational Progress took place in the spring of 1972 with minimal disruption to school programs. A statewide sample of sixth graders participated by completing exercises in reading, mathematics, language arts, career awareness, and several dimensions of student attitudes.

At the recommendation of the State Board of Education, the 1973 Legislature voted to fund the assessment program annually as part of the budget of the State Superintendent of Public Instruction. Concurrently, an advisory committee of legislators, businessmen, students, parents, and educators was formed to assist the State Board and the State Department of Public Instruction on aspects of statewide assessment and accountability.

A three-year cycle of assessment in grades three, six, and nine was established, beginning in 1974 with the State Assessment at the third grade. In the 1974 assessment, information was collected from teachers and principals as well as students. Student performance measures were taken in language arts, mathematics, cultural arts, reading, science, social studies, health, and physical education. Reports are now being prepared on the results.

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CHAPTER ONE: INTRODUCTION

Purpose of the Assessment

In order to improve educational planning and decision-making in North Carolina, the State Department of Public Instruction initiated a statewide assessment of educational progress. The information gathered through this assessment operation has three basic purposes:

- 1) To examine the state's present educational position: Knowing the educational status will enable educators to plan better programs for improving learning and teaching. Objective information will help decision-makers set program priorities with more assurance and allocate resources on the basis of need. An accurate description of the current status will increase general public knowledge and understanding about the public schools.
- 2) To measure educational progress over a period of years: As time passes, a charting of the educational progress in this state can be made. These benchmarks of educational quality could become the basis for educational accountability for the state.
- 3) To seek means of improving North Carolina's education: As more information is collected in the state assessments, variables which affect learning can be examined, and those variables which show a positive influence on learning can be promoted.

In addition, the state assessment effort provides local units with technical assistance in planning similar local programs which aid the setting of local priorities. Goals may be set using meaningful state and regional norms which are made available from the statewide effort. Furthermore, assessment information collected in each school will assist teachers in planning better instructional programs for public school youngsters and help patrons and parents to better understand the educational needs and attainments of North Carolina children.

In a continuing attempt to develop and improve North Carolina's assessment program, the Legislature, adding its encouragement through program support, approved funds in 1973 as a part of the State Superintendent's program budget to underwrite the statewide assessment effort. This State Assessment at the third-grade level is the first stage in a proposed three-year assessment cycle. In 1974-75, assessment will occur in the sixth grade, and, in 1975-76, at the ninth-grade level.

Implementation of the Assessment

The Sample

Selecting third graders to participate in the assessment program was the responsibility of the Research Triangle Institute, assisted by the State Department of Public Instruction. The objective was to choose a representative sample of size sufficient to provide reliable estimates of test score averages for the state, the Coastal Plains, the Piedmont, and the Mountains. Independent samples of 2,500 students were considered appropriate for each of the areas described in the section entitled "Assessment Areas." The total third-grade enrollment of the eighteen schools containing 1970-71 state-supported kindergartens provided approximately 2,000 students for a special assessment follow-up.

A two-stage sampling procedure was designed to select the 12,500 students for the first five areas. In order to give each third-grade student in North Carolina an equal chance of being chosen, 618 schools were randomly selected with the probability of school selection based upon stratification according to the size of the third-grade enrollment.

Random selection of students within schools was controlled to preserve the proportion of ESEA Title I enrollment within the third-grade class.

Of the 93,752 third-grade students in North Carolina, the chance of selection for any child was ten out of seventy-four.

Pupil characteristics of the third-grade State Assessment sample are shown in Table 1.

TABLE 1
PUPIL CHARACTERISTICS OF THE THIRD-GRADE ASSESSMENT SAMPLE

Characteristic	State Assessment Sample
Sex	
. Male	51.3%
. Female	48.5%
Racial/Ethnic Membership	
. American Indian	1.2%
. Black	29.0%
. White	69.0%
Parental Education Level	
. Neither over eighth	5.9%
. One over eighth	25.9%
. One high school graduate	44.8%
. One over high school	23.5%
Family Income Estimate	
. Less than \$3,000	15.4%
. \$3,000 - \$15,000	75.6%
. Over \$15,000	8.1%
Any Kindergarten Experience	
. Yes	39.2%
. No	53.4%
. Unknown	6.8%

Field Procedures

An Assessment Coordinator was designated by the superintendent of each participating LEA to organize all assessment activities. The activities included: (1) selecting and coordinating the testing schedule, (2) distributing and collecting test packages and questionnaires, and (3) providing information and assistance to the test administrators and principals. With the approval of the superintendent, Assessment Coordinators also selected someone other than the student's classroom teacher to administer the tests. These administrators read aloud all items which did not test the student's ability to read. To insure standardization of test procedures, the Division of Research staff held workshops to acquaint coordinators and administrators with assessment procedures.

Assessment Areas

The 1973-74 State Assessment of Educational Progress consisted of five different assessment areas and an additional research package for the evaluation of third graders who had previously attended state-supported kindergarten. In addition to student measures, all teachers (grades K-6) and principals of the 618 schools included in the student sample were asked to respond to questionnaires designed to reflect their opinions about the educational needs and priorities in North Carolina.

The subjects included in the six assessment areas and the type of testing involved are listed in Table 2.

TABLE 2

OVERVIEW OF 1973-74 ASSESSMENT AREAS, TESTING, AND SAMPLING

Assessment Area	Type of Testing	Number of Students Sampled
Reading, Math, Language Arts	Norm-Referenced (Iowa Tests of Basic Skills)	2,500
Reading, Math, Language Arts	Objective-Based	2,500
Health Physical Education	Objective-Based Motor Performance	2,500
Cultural Arts	Perception Survey	2,500
Science and Social Studies	Objective-Based	2,500
Third-Grade Kindergarten Follow-up	Norm-Referenced (Iowa Tests of Basic Skills) (Cognitive Abilities Test) (Self Observation Scale)	2,000

Types of Instruments

Reading, language arts, and mathematics were each assessed by both a norm-referenced test (Iowa Tests of Basic Skills) and an objective-based test developed at the state level. The difference in the kinds of information provided by the two types of measurements should be considered when interpreting test results.

Nationally standardized achievement tests, such as the Iowa Tests of Basic Skills, are designed to provide information about student performance in given subject areas in relation to the performance of other students who are representative of the nation as a whole. The national sample of students taking the ITBS is the "norm" or reference group to whose

performance we compare our state results. Thus, the ITBS provides information on the educational status of North Carolina third-grade students in relation to the performance of a national sample of "typical" third graders. Such standardized tests also assume a continuum of achievement skills based upon the scores of the national sample. North Carolina's third-grade results may be considered against this continuum.

Norm-referenced tests are designed to spread out developmental scores on a continuum of skills spanning several grade levels. However, they do not tell us specifically what our students have achieved or how they perform on a given set of educational tasks. Some items on the ITBS can admittedly be grouped into subject area objectives, but the test is not designed for diagnostic purposes.

Therefore, objective-based tests were developed for reading, language arts, mathematics, and several other areas in order to assess more specific knowledge of North Carolina's students. Program area specialists and researchers collaborated on this review and selection process. Questionnaires were developed, information gathered, standardized tests carefully reviewed, and objectives and items finally selected in accord with some of the major educational goals of North Carolina.

Objective-based tests, also known as criterion-referenced tests, are developed differently from norm-referenced tests. They facilitate assessing the extent to which students have learned some defined behavior domain or specific class of learner skills. These behavior domains are also referred to as objectives. Specific objectives considered important or crucial for later skills are selected for each subject area. Then, items selected to measure these objectives determine how well students have learned the knowledge or behavior described by the objectives. Objective-

based tests are thus diagnostic of specific learning, rather than more broadly comparative in nature - as are the norm-referenced tests. Strengths and weaknesses of a group of students for a given subject area are thus determined, and sometimes, though not necessarily, in relation to a norm group.

It is important in making educational program decisions to know specifically what students have learned as well as how they are generally performing in relation to other students. For this reason, the assessment of third graders included experimental objective-based tests for various subject areas. Norm-referenced and objective-based tests when combined should provide a more complete picture of the performance of North Carolina students.

In the 1973-74 State Assessment, other kinds of instruments besides norm-referenced and objective-based tests were also used to gauge student performance. For example, the physical education instrument was a motor performance test in which students participated in a variety of physical activities. That test was based neither on national norms nor on specific objectives.

In addition, tests were developed to measure student attitudes toward perceptions of subject matter (such as cultural arts). A survey of teachers' and principals' needs was taken. The assessment staff also acquired school and community information on variables known to be associated with achievement.

Interpreting Scores from
Objective-Based Tests*

Generally objective-based tests results are interpreted by looking at the percentage of items achieved (or answered correctly) for a given objective. The desired level of achievement for an objective is a considered yet subjective decision on the part of educators. In some cases, 50 percent achievement of an objective at that grade level may be acceptable; in others, 100 percent may be considered necessary for acceptable performance. The level depends on both the purposes for assessing the objective and whether or not the objective has been previously taught. In the statewide survey objectives were selected that appeared to be commonly relevant to the curricular area throughout the state or that had some importance for state-level planning. Acceptable achievement levels may, therefore, vary with different subjects and objectives. This same process could be repeated at the regional or local level, and the final test may again have different objectives, depending on local priorities. A statewide sample of third-grade teachers reviewed the state selection of objectives for relevance and importance to their classes. They also examined the items and estimated the success they felt students would achieve on them. However, due to differences which exist across the state, a "desired" achievement level was not set for North Carolina.

*For a discussion on difficulties in interpreting norm-referenced test scores in light of North Carolina's difference from national norm-groups, see 1973-74 State Assessment reports on reading, language arts, and mathematics.

Another consideration is the number of items per objective. As mentioned earlier in the "Types of Instruments" section, objectives reflect specific areas or domains of student behaviors. Because only a limited number of items can be selected for a given group of behaviors (objectives), the results on these items should be carefully interpreted as "indicators" of general performance for the objective.

If there are only two items per objective, the possible achievement levels for the objective are necessarily 0 percent, 50 percent, and 100 percent achievement. Similarly with four items for the same objective, the possible achievement levels would be expanded to 0 percent, 25 percent, 50 percent, 75 percent, and 100 percent. This increase in items enables a more specific reporting of results at both the student and group level. Further, we have a greater assurance that the students (or groups) have adequately learned the skills or behaviors stated in the objective if four items are used rather than two. However, no set rules can be given as some objectives can be stated with greater specificity than others and require fewer items for adequate measurement.

Generally statewide results will be reported by objectives and reflect the percentage of students who answer correctly a given number of items for the objective. For example, if an objective has three items, results will show what percentage of students answer one, two, three, or no items correctly. The number of items a student or group is expected to answer correctly is again a considered judgment based on the particular objective and the value or priority the user places on that objective.

Information at the item level also aids in interpretation as efforts are made to diagnose specific strengths and weaknesses. Thus, the objective-based test allows flexibility to curriculum specialists in assessing important developmental skills with greater accuracy. Certainly it adds a valuable perspective to those who plan programs to meet specific needs of North Carolina youngsters.

Comparisons within North Carolina

There are great variations within the boundaries of North Carolina. Particularly important is the variety which exists with the differing traditions and personalities of its Mountain, Piedmont, and Coastal Plains groups. The following table describes some of these differences:

TABLE 3

GENERAL ENVIRONMENTAL FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Population (1970)	760,760 (15%)	2,692,975 (54%)	1,628,323 (32%)	5,082,059
Growth (1960-1970)	11%	21.3%	7.7%	11.5%
Distribution of Non-White Popula- tion (1970)	41,459 (4%)	569,575 (51%)	515,444 (46%)	1,126,478
Percentage Non-White (1970)	5.4%	21.1%	31.6%	22.2%
Percentage Classi- fied Rural (1970)	75.1%	45.9%	60.6%	55.0%
Percentage That Moved (1965-70)	40.5%	46.0%	49.2%	46.2%

These basic environmental factors indicate that a majority of the people - non-white and white - live in the Piedmont; the Mountains have the highest percentage of the people living in rural areas; and the Coastal Plains population has a greater proportion that is non-white. Perhaps the major point in these figures is the variety among these three major geographical divisions. As disclosed earlier, some of these same variables have been shown to be related to achievement.

Distribution of economic resources in these three regions also varies, as the following table shows:

TABLE 4
SOCIOECONOMIC FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Family Income	8,059	10,234	7,757	9,139
Family Income Female Head (1970)	5,017	5,620	4,104	5,017
Average Percentage Free School Lunch	35.2%	37.6%	64.7%	47.8%
Percentage Living Below Poverty	20.2%	15.1%	28.8%	20.3%
Percentage of all Families Below Poverty with Children Under 18	10.7%	8.9%	19.2%	12.3%
Percentage of all Children Under 18 From Poverty Families	20.5%	17.4%	34.4%	23.6%
Percentage of Children Under 18 Living with Both Parents	82.6%	80.1%	73.7%	78.3%

Because socioeconomic status is a strong predictor of academic success, regional differences in educational achievement are to be expected. Thus, any academic comparisons should be carefully tempered by these background differences.

Still another factor associated with academic achievement is the educational environment. Regional patterns are suggested in the table below:

TABLE 5
EDUCATIONAL FACTORS WITHIN NORTH CAROLINA

Factor	Mountains	Piedmont	Coastal Plains	State
Average of Median Years of Education - Adults Over 25	9.5	10.2	9.9	10.6
Adult Education Index	2.50	2.82	2.56	2.69
Percentage of High School Graduates of Those 16-21 Not in School	49.7%	48.7%	44.0%	46.7%
Taxing for Education Index	417	507	439	478

These environmental, socioeconomic, and educational factors are a major influence on a child's educational growth and development. Educators who consider regional comparisons must be aware of the differential effects that these factors contribute within regions. Certainly expectations are better determined with an awareness of the status of these variables, regardless of whether local, regional, or state comparisons are being made.

HIGHLIGHTS OF SOCIAL STUDIES ASSESSMENT

Of the 14,600 third graders randomly selected to participate in the 1973-74 State Assessment of Educational Progress, approximately 2,500 were administered an objective-referenced social studies instrument. In addition, a randomly selected subsample of 450 of these students took a test consisting of two questions administered orally and requiring oral responses. State agency consultants designed these experimental tests to measure student achievement in selected social studies instructional areas and to determine if student response patterns were affected by oral and written test administrations.

North Carolina's third-grade students scored satisfactorily or better on approximately two-thirds of the social studies objectives measured.

- . Third graders averaged extremely high scores on items requiring them to
 - (1) select several sources for reference in locating specific information;
 - (2) identify factors which influence the price or value of goods; and
 - (3) pinpoint reasons for having a police force.
- . Third graders scored above average on items requiring them to
 - (1) select survival equipment essential for certain kinds of travel and
 - (2) differentiate between professions involving the production of goods and the provision of services.
- . Third graders scored satisfactorily on items requiring them to
 - (1) identify the reference material which would provide a certain type of information;
 - (2) distinguish between rural and urban scenes;
 - (3) indicate how the physical environment might affect various modes of travel;
 - (4) select the type of community that would probably develop under certain geographic conditions;
 - (5) indicate several possible repercussions caused by severing all roads and railroads between urban and rural communities;
 - (6) select the law which probably would be the most inappropriate for a culture other than that of the United States;

- (7) determine the effects of economic change upon a growing community;
- (8) identify illustrations showing a person either consuming or producing a product or both;
- (9) decide whether a specified task was a required function of the United States Government;
- (10) display knowledge of taxes and tax functions;
- (11) identify the President of the United States and the Governor of North Carolina;
- (12) identify the method by which the office of Governor of North Carolina is filled; and
- (13) select the best method which two disagreeing governments could utilize to resolve an international crisis.

. Third-grade students scored marginally on items requiring them to

- (1) select the sequence of major holidays and the sequence of major inventions;
- (2) locate a continent or ocean on a world map and decide which continent is both above and below the equator;
- (3) indicate the types of dwellings appropriate for different climates and types of geographic areas suitable for certain purposes; and
- (4) determine the type of material which could be shipped from an urban community.

. Third graders scored unsatisfactorily on items requiring them to

- (1) identify the sequence of events in the manufacture of a product;
- (2) decide directions as each relates to North and decide the combination of two directions which would produce a desired travel route;
- (3) indicate the area on a world map which represents the United States and the area which represents North Carolina;
- (4) differentiate between inherited and environmental influences on human physiological and attitudinal traits; and
- (5) select the sequence of events in the election of public officials.

Regional differences were slight. However, students from the Mountain region of North Carolina performed best, followed closely by the Piedmont students and then the students from the Coastal Plains.

In determining educational status, we must examine student performance in conjunction with environmental factors. Of the significant factors associated with educational opportunity and achievement, parental educational level and family income are important. Across all objectives tested, we see the results. In families where at least one parent had some education beyond high school, the achievement scores are high. Achievement is lowest among students who come from homes where neither parent reached the eight grade. A similar pattern exists for family income--high incomes are associated with high achievement and low incomes with low achievement.

Tentative assessment findings for the social studies instrument which was administered orally were as follows:

- (1) North Carolina's students believe that conflicts are best resolved by a third party;
- (2) in conjunction, they believe that the major function of laws should be to punish wrongdoers and protect citizens;
- (3) their responses to the oral items would indicate that without formal training in cognitive moral development, they tend to respond to social conflicts as theorized by Kohlberg (see Appendix A.); and
- (4) results from the written and oral tests indicate that our third graders do not respond differently on these two types of tests.

The information gathered from this assessment will aid local and state social studies personnel in making accurate decisions regarding improvement in our social studies curriculum. In fact, the Division of Social Studies is already in the process of making additions to their teaching and curriculum guides which should prove beneficial to teachers in their attempt to improve student performance in social studies.

CHAPTER TWO: SOCIAL STUDIES ASSESSMENT

As part of the State Assessment of Educational Progress in North Carolina, approximately 2,500 of North Carolina's third-grade students were assessed for mastery of selected social studies learning tasks. These students were randomly selected to represent the third-grade population in the state and the three geographic regions: the Mountains, the Piedmont, and the Coastal Plains. Students were about nine years old at the time of testing and were almost evenly divided between sexes. Approximately seventy percent were white and thirty percent were nonwhite - a reflection of the statewide pupil ratio.

Social Studies Instrument Description

Objective-Referenced Written Instrument

To accomplish this phase of the State Assessment, an experimental objective-referenced social studies instrument was administered. An objective-referenced test is an instrument designed to measure mastery (usually defined as percentage of items answered correctly) of precisely defined curriculum objectives. The experimental social studies instrument was developed by the Division of Social Studies of the State Department of Public Instruction and SCORE (School Curriculum Objective-Referenced Evaluation) to assess third-grade student mastery of eight broad or terminal objectives and twenty-seven specific or intermediate objectives.

The eight terminal objectives were drawn from the Division of Social Studies document Social Studies Curriculum Guide for North Carolina. The eight objectives defined for this instrument were: (1) Information Processing, (2) Physical Environment, (3) Cultural Environment, (4) Cultural

Universals, (5) Economic System, (6) Political System, (7) International Relations, and (8) Acting for the General Interest. The twenty-seven intermediate objectives are listed in Appendix A, as well as in the description of the results.

The twenty-seven intermediate objectives and the seventy-seven items were used to measure the eight broad areas in instructional terms independent of the students' reading ability. Administrators read all items to the students while the students read them silently. The administrators, however, were not allowed to define or explain unfamiliar words to the students.

Oral Social Studies Instrument

In addition to the paper-pencil instrument, an experimental social studies test was administered orally by specially trained personnel to a randomly selected subsample of approximately 450 students. This instrument was designed to assess student knowledge of the purpose for laws, to measure the level of student reasoning about social conflicts, and to ascertain if differences in student response patterns exist between oral and written administrations.

Since this instrument was administered to only 450 students, any conclusions drawn from this data must be made with extreme caution. However, it is interesting to note that the response patterns on the written social studies instrument for the third-grade students in the subsample were quite similar to the response patterns of the total sample. (See Appendix B). In addition, the percentage of students belonging to the various classifications of race, sex, family income, and parental education were also quite similar. Thus, the subsample data could be considered somewhat representative of the total sample.

Objective-Referenced Data Interpretation and Reporting Methodology

As previously noted, the Social Studies Instrument is an objective-referenced instrument. Therefore, the analysis of this data requires that student performance be compared to predetermined standards or mastery levels. Before such performance standards for objective-referenced tests can be set, certain questions must be asked to ascertain the quality of the instrument.

- . Have the objectives been judged appropriate and/or important for the students?
- . Have these objectives been taught to the students?
- . How well did the items measure the specified objectives?
- . How difficult were the items for the students?

To provide answers to these questions, a random sample of forty North Carolina third-grade teachers responded to two questionnaires concerning objective and item appropriateness and item difficulty. (See Appendix C.) Results from these questionnaires which answer the above questions will be included when reporting student performance for each objective. However, since teachers' responses to the second and third questions were similar, this data will be briefly summarized below.

At least three fourths of the third-grade teachers reported that twenty-three of the twenty-seven intermediate objectives were being taught in their classrooms. In addition, the average percentage of teachers reporting that these objectives were being taught in their classrooms was 88 percent.

Teachers demonstrated a similar level of agreement in rating the adequacy of the instrument's items in measuring the objectives. In fact, at least 83 percent of the teachers rated seventy-six of the seventy-seven test items as either good or adequate measures of the objectives. The average percentage of teachers reporting items as either good or adequate measures was 91 percent.

Utilizing the information provided by the questionnaires, mastery levels were established for each of the twenty-seven intermediate objectives. (See Appendix C.) Based on these performance standards, achievement or non-achievement of each objective has been determined and will be reported in the following section.

State Results

Results of the SCORE Social Studies Instrument will be reported by item and item cluster analysis for each of the twenty-seven intermediate objectives. (See Appendix D.) "Item analysis" provided the percent of correct responses by item, while "cluster analysis" provided the percent of students responding correctly to a certain number of items within each item cluster. For this analysis, items were clustered into twenty-seven groups as defined by the twenty-seven intermediate objectives. For reporting and continuity purposes, these twenty-seven intermediate objectives were grouped under the eight terminal objectives.

Terminal Objective A: Information Processing

Intermediate Objective 1: Identification of Source of Information

The first social studies curriculum objective, measured by a single item, required the student to identify the reference material which would provide a specified type of information (e.g., sports results). Third-grade teachers judged the achievement of this instructional objective important for their students. In addition, when these same teachers were asked to judge the difficulty level of the item, they rated it as moderately difficult for their students. Based on this information, it would be expected that most of North Carolina's third-grade students would

respond correctly to this item.

Ninety-three percent of the students responded correctly. Thus, within the limitation^{1/} of a single-item objective, it was concluded that North Carolina's third-grade students performed satisfactorily on this objective.

Intermediate Objective 2: Identification of Source of Information
From Several Sources

Objective two, which was also measured by a single item, asked the students to select several sources which would provide reference information for a specified task (e.g., geographic information concerning Florida). This objective was judged by teachers as somewhat important for third-grade students but was reported as being taught in only two-thirds of North Carolina's third-grade classrooms. Also, since the item was rated as difficult for this age group, North Carolina's third-grade students would not have been expected to perform well on this objective.

However, 76 percent of the students responded correctly. Thus, North Carolina's third-grade student performance for objective two was evaluated as excellent.

Intermediate Objective 3: Inference of Types of Neighborhood and Geographic
Conditions

This objective, measured by two items, required students to distinguish between rural and urban scenes. Teachers evaluated this objective as appropriate for their students and rated this objective's items as moderately difficult.

^{1/}

Conclusions regarding student performance on an objective which has been measured by a single item must be regarded as tentative. Ideally, objectives would be measured by three or more items. However, practical considerations for this first experimental test, such as time required in item development, length of test administration, and the number of objectives to be measured, necessarily compromise the ideal. In addition, some objectives, because of their specificity, can be adequately measured by fewer items.

Ninety-eight percent of North Carolina's third-grade students correctly answered at least one of the items, and 93 percent of the students correctly answered both of the items. Therefore, North Carolina's third-grade students satisfactorily mastered this objective.

Intermediate Objective 4: Sequence of Events

Again measured by a single item, objective four was designed to allow students to demonstrate their ability in selecting the appropriate sequence of events in the manufacturing of a product. Third-grade teachers rated this objective very important for their students and judged the items difficult for their students.

With only 46 percent of North Carolina's third-grade students responding correctly, it was determined that third graders demonstrated an unsatisfactory level of performance on the objective.

Intermediate Objective 5: Chronological Order

Two questions were used to measure this objective. They required students to select a sequence of major holidays and a sequence of major inventions. Third-grade teachers rated objective five as somewhat important and judged the two items as difficult.

Four-fifths of North Carolina's students answered at least one of the two items correctly while two-fifths of the students responded correctly to both items. Sixty-one and 67 percent of the students correctly responded to each of the two items.

Based on this information, student performance for this objective was evaluated as marginal.

Intermediate Objective 6: Cardinal Directions^{2/}

Objective six required students to (1) decide which direction would be to their right or left if they were facing north and (2) decide which combination of two directions would produce a desired travel route. Although third-grade teachers judged this objective as very important for teaching at this level, they rated the five items as difficult for third-grade students.

Of the five items, 70 percent of the students answered at least two items correctly, while 42 percent correctly answered at least three items. The percentage of students responding correctly to each of the five items was 72, 39, 42, 30, and 55 percent. Thus, North Carolina's third-grade students failed to master cardinal directions.

Intermediate Objective 7: Land and Water Masses

Objective seven, which was measured by three items, required the students to locate a continent or ocean on a world map and to decide which of the continents was both above and below the equator. Teachers rated this objective as very important and its items as difficult.

Fifty-two percent of the students responded correctly to at least two of the three items. Sixty-three and 55 percent of the students correctly answered the items dealing with oceans and continents. However, only one-third of the students correctly answered the question about the equator.

Student performance was thus marginal for this objective (with the exception of the low performance item previously noted).

^{2/}

The term Cardinal Directions refers to the directions north, south, east and west.

Intermediate Objective 8: Locate Country and State

This final intermediate objective dealing with information processing required the student to indicate the area on a world map which represented the United States and, in a separate item, the area which represented North Carolina. Teachers considered the achievement of this objective as very important for third-grade students. They judged the two items as moderately difficult.

Approximately 70 percent of the students correctly answered at least one of the two items, but only 19 percent of the students correctly answered both items. In addition, only 36 percent of the third graders correctly identified the United States, and only one half of the students correctly identified North Carolina.

Clearly, student performance on this objective was unsatisfactory.

Summary: Information Processing

North Carolina's third-grade students demonstrated satisfactory performance on items which required them to identify where a specified type of information would most likely be found and which required them to distinguish between different neighborhoods and geographical conditions. In addition, they performed very well when they were asked to select several appropriate sources of information. However, they demonstrated only marginal performance on items requiring them to put national holidays and historic events in chronological order and asking them to distinguish between oceans and continents. Moreover, North Carolina's third-grade students demonstrated low performance on the items which required them to determine directions and on those which required them to locate the United States and North Carolina.

Terminal Objective B: Physical Environment

Intermediate Objective 9: Effects of the Physical Environment

Objective nine required the students to indicate how the physical environment might affect various modes of travel. This objective was judged very important and its items as moderately difficult.

Seventy-four percent of North Carolina's third graders correctly responded to at least two of the three items, while 42 percent correctly responded to all three items. Eighty-five, 70, and 56 percent of the students correctly answered each item. Thus, North Carolina's third graders performed satisfactorily on this objective.

Intermediate Objective 10: Adapting to Physical Environment

Four of the five items designed to measure this objective required the students to select the types of dwellings which were appropriate for different climates, while the fifth item asked about the type of geographic area suitable for a certain purpose. Teachers determined objective ten to be somewhat important and the five items to be moderately difficult.

Seventy-eight percent of the students correctly answered at least three of the items, and 44 percent responded correctly to four of the items. The percentage of correct responses on the four questions dealing with the appropriate dwelling for climatic conditions was 90, 86, 67, and 26 percent. The students performed best on the item asking them to select the house which would be found in an arctic region and did the poorest on the item requiring them to select the house which would most likely be found where there were few trees.

Fifty-seven percent of the students chose the correct response to the question which asked the students to select the geographic region which

would best support an agricultural based culture.

Thus, in general, student performance was marginal for this objective.

Intermediate Objective 11: Geographic Conditions and Industrial Development

The two items used to determine achievement of this objective required the students to select the type of community that would probably develop under certain geographic conditions. Seventy-seven percent of the students correctly responded to at least one of the two items, and more than one third of the students correctly responded to both items. In addition, 57 percent of the students correctly answered each of the two items.

Although teachers judged the objective to be somewhat important, they felt the items were difficult. Therefore, North Carolina's third-graders demonstrated a satisfactory performance level.

Intermediate Objective 12: No Contact Between Communities

Objective twelve required the students to consider several possible repercussions of severing all roads and railroads between urban and rural communities. This objective was judged as somewhat important, but the single item measuring this objective was one of the few test items which was not considered an excellent measure of the objective. In fact, only 73 percent of the teachers rated this item as either a good or adequate measure of the objective. Furthermore, the item was rated as very difficult for third graders.

Only 19 percent of the teachers thought that at least two thirds of their students would answer the item correctly. However, approximately one third of North Carolina's third-grade students correctly answered the item. Given the above information, North Carolina student performance on objective twelve was judged as satisfactory.

Intermediate Objective 13: Interdependence Between Communities and Physical Environment

The final objective dealing with the physical environment was also measured by one item. This question asked the students to determine what type of materials might be shipped from an urban community. Teachers judged this objective very important but rated the item very difficult.

Since only two of every five third graders could answer this item correctly, student performance was judged to be marginal.

Summary: Physical Environment

North Carolina's third-grade students demonstrated a satisfactory performance level on items which required them to indicate how the physical environment might affect various modes of travel. They also performed satisfactorily when asked to select the type of community that would probably develop in certain geographic areas, and when asked to indicate the result of severing all roads and railroads between communities.

However, third graders performed marginally on those items which asked them to determine the appropriate dwelling for different climates and the type of materials which might be shipped from an urban community.

Terminal Objective C: Cultural Environment

Intermediate Objective 14: Heredity versus Environment

The terminal objective, Cultural Environment, was measured by a single intermediate objective. The intermediate objective was measured by five items which required the students to differentiate between inherited and environmental influences on human physiological and attitudinal traits. This objective was judged as somewhat important, and the five items were rated as moderately difficult.

Eighty-two percent of the students correctly answered at least three questions while 14 percent of the students correctly responded to at least four. The percentages of correct responses to three of the items, which required the students to decide if environmental conditions caused people to build different shelters, to wear different clothes, or to like different foods, were 85, 86, and 87. However, only 21 and 17 percent of the students correctly answered the items which required them to indicate that environmental conditions do not cause people to have different color eyes or to grow to different heights. This information seems to indicate that the students probably answered the questions without considering whether the statement was influenced by environmental or inherited factors. Therefore, student performance on this objective was judged as unsatisfactory.

Terminal Objective D: Cultural Universals

Intermediate Objective 15: Requirements for Survival

The first objective classified under Cultural Universals required the students to select essential survival equipment for travel under certain conditions. When teachers were asked to rate the objective and the two items used to measure it, they judged the objective as very important and the items as moderately difficult.

Eighty-seven percent of the students correctly answered at least one item, and nearly 60 percent correctly answered both items. In addition, approximately 73 percent of the students correctly responded to each item. Thus, North Carolina's third-grade students demonstrated above average performance in selecting necessary survival equipment.

Intermediate Objective 16: Laws for Different Cultures

A single item was used to measure this objective. Students selected the law which probably would be the most inappropriate for a culture other than that of the United States. Teachers judged this objective as not very

important with 42 percent of the teachers reporting they did not teach this objective in their classrooms. They rated the item designed to measure this objective as moderately difficult. However, this objective was judged to have been satisfactorily achieved since 58 percent of the third graders answered correctly.

Intermediate Objective 17: Specific Changes and Their Effects

This objective was designed to measure a student's ability to determine the effects of economic change upon a growing community. Students were asked to indicate whether individuals living in the community would react favorably or unfavorably to specific changes. This objective was judged as somewhat important for third-grade students, but the five items were rated as the least difficult of all test items.

Ninety-five percent of the students correctly responded to at least three of the items, and 81 percent correctly responded to at least four. Furthermore, the percentage of correct responses for each of the five items was high (i.e., 85, 88, 65, 90, and 94 percent). Therefore, students performed satisfactorily on this objective.

Summary: Cultural Universals

Student performance on items measuring the ability to determine the effects of economic change upon a growing community and to select the most inappropriate law to impose on another culture was evaluated as satisfactory. In addition, student performance on items requiring them to select essential survival equipment for travel was judged as above average.

Terminal Objective E: Economic System

Intermediate Objective 18: Identification of Consumers and Producers

Three items measured objective eighteen. In these, students identified illustrations showing a person either consuming or producing a product, or both.

More than two thirds of the students correctly answered at least two of the three items while 22 percent correctly answered all three items. The percentage of students correctly responding to each item was 70, 75, and 38. The item eliciting the 38 percent correct response asked the students to identify the picture showing both the production and consumption of products.

Although teachers judged this objective to be important, they rated the three items measuring this objective as difficult. Thus, North Carolina third graders scored high enough to satisfactorily achieve this objective.

Intermediate Objective 19: Producers of Goods and Services

Objective nineteen was designed to measure the students' ability to differentiate between professions involving the production of goods and those professions providing services. This objective was judged as important, and the four items were rated as difficult.

Eighty-three percent of the students correctly answered one half of the items while 59 percent correctly answered at least three of the items. The percentage of correct responses by item was 59, 61, 60 and 88 percent.

Based on these observations, third-grade student performance for this objective was evaluated as above average.

Intermediate Objective 20: Factors Affecting the Value of Goods

The final objective dealing with the Economic System was measured by five items requiring students to identify factors which could influence the price or value of specified commodities. Although this objective was judged as somewhat important, it was one of the few objectives which was reported as not generally taught in most of North Carolina's third-grade classrooms. The items measuring this objective were evaluated as being moderately difficult.

Over 90 percent of North Carolina's third-grade students responded correctly to at least three of the items, and over 70 percent of the students correctly answered at least four. This same high performance was also shown in the percentage of students correctly responding to each item: 64, 96, 64, and 79 percent. Thus, student performance on identifying factors which affect the value of goods was judged to be excellent.

Summary: Economic System

Student performance on items which required the students to identify factors which could influence the price or value of specified commodities was excellent. Performance on items which required students to differentiate between professions involving the producing of goods and those professions providing services was judged to be above average. Student performance on the remaining items was satisfactory. These items asked the students to identify the illustrations showing a person either consuming or producing a product or both.

Terminal Objective F: Political System

Intermediate Objective 21: Purposes of Government

Objective twenty-one, measured by six items, asked the third graders to decide whether a specific task was a required function of the United States Government. Teachers felt that this was an important objective for inclusion in the social studies curricula, and they rated the items as difficult.

Eighty-six percent of the students responded correctly to half of the items, while 54 percent responded correctly to at least four items. Seventy-one percent of the students felt that the government has the responsibility to protect people, to collect taxes, to make laws, and to punish those who break laws. However, only 51 percent of the students thought that the government has the responsibility to build schools and highways.

Although student performance on the items concerning schools and highways was somewhat disappointing, student performance on this objective was satisfactory.

Intermediate Objective 22: Services Provided by Government

This objective was designed to determine student knowledge of taxes and tax functions. The objective, measured by four items which were rated as difficult, was judged to be important.

Over 80 percent of the students correctly responded to at least half of the items, and 56 percent correctly responded to at least three items. The percentage of students correctly responding to each item was 83, 65, 50, and 63 percent.

Considering the difficult nature of the items and the percentage of correct responses, student performance for this objective was rated as satisfactory.

Intermediate Objective 23: Election of Officers in Government

Again, an objective was measured by a single item. Students identified the method by which the office of Governor of North Carolina is filled. This objective was judged as important and the item rated as difficult.

Almost 70 percent of North Carolina's third-grade students answered correctly. Thus, the tentative conclusion was made that students' performance on this objective was satisfactory.

Intermediate Objective 24: Identification of Governor and President

This objective was measured by two questions asking students to identify the President of the United States and the Governor of North Carolina. Objective twenty-four was judged as very important and the items were rated as easy.

On this objective, 94 percent of the students correctly answered at least one of the items, and 58 percent correctly answered both items. There was an 89 percent correct response for the presidential item and a 63 percent correct response for the gubernatorial item. Therefore, this objective was judged to have been satisfactorily achieved.

Intermediate Objective 25: Process of Election

Objective twenty-five, measured by one item, was judged by teachers to be important, and the item measuring this objective was rated as the most difficult of any item on the entire test. In fact, only 37 percent of the teachers polled thought that at least two thirds of their students could correctly answer this item.

However, only 20 percent of North Carolina's third graders selected the sequence of specified events in the election process. Clearly, this objective was not mastered by the students.

Summary: Political System

Student performance on items which asked the students (1) to decide whether a specific task was a required function of the United States Government, (2) to determine student awareness of taxes and tax functions, (3) to identify the method by which the office of Governor of North Carolina is filled, and (4) to identify the President of the United States and the Governor of North Carolina, was satisfactory. However, student performance on the item requiring them to select the correct sequence of specified events in the election process was unsatisfactory.

Terminal Objective G: International Relations

Intermediate Objective 26: Resolving International Conflicts

This intermediate objective was measured by a single item which asked students to select the best method which two disagreeing governments could utilize to resolve an international crisis. Teachers judged this objective as somewhat important with 60 percent of them reporting that this objective was being taught in their classrooms. The item, however, was rated as difficult.

Only fifty-three percent of the students answered this item correctly; but, considering the ratings the objective and the item received, North Carolina's third-grade students achieved the objective satisfactorily.

Terminal Objective H: Acting for the General Interest

Intermediate Objective 27: Purpose of Law Enforcement

This terminal-intermediate objective was measured by seven items which required students to decide if specific work tasks were duties of the police. The objective itself was judged to be very important for inclusion in the social studies program at the third grade level. All seven items were rated as moderately difficult.

Ninety-seven percent of the students correctly answered at least five of the items, and 75 percent correctly answered at least six. Furthermore, the lowest percentage of correct responses for any of the seven items was 74 percent which occurred on the item asking, "Do police make people afraid to say what they want to?" Similarly, 76 percent of the students correctly responded to the item asking, "Do police keep people from buying guns?" Students scores, were, however, higher for the remaining six items. The percentage of correct responses for these items was 85, 88, 80, 94, 94 and 91 percent. The items on which the students scored 94 percent asked, "Do police help people from harming others?" and "Do police help people when they are in trouble?" Clearly, student performance on this objective was excellent.^{3/}

Oral Instrument Results

Administrators asked students two questions on the oral portion of the social studies test. Student responses to the first question were used to determine the general reasoning level of the third-grade students

^{3/} The reader may use the "highlights" section of this report as a summary of all twenty-seven objectives. For a summary, in list form, see Appendix D.

who had received no instruction in dealing with social conflicts.

Responses to the second question were used to determine the effect of test administration on student response patterns.

The first question, categorized under the terminal objective, Acting for the General Interest, attempted to measure the students' perceptions of how to deal with, and perhaps resolve, social conflicts in a school setting. The question chosen to measure this objective posed the following moral dilemma:

It is recess time and all the children are on the playground. Jeff and Marie are arguing over who gets to go down the slide first. They start pushing one another and Marie falls down and starts crying. George sees it and runs to tell the teacher. Should George have told?

The students' responses to this question are summarized below utilizing the states of cognitive moral development outlined by Lawrence Kohlberg. (See Appendix A.)

TABLE 1

NUMBER AND PERCENTAGE OF STUDENTS ANSWERING QUESTION 1(a) OF ORAL SOCIAL STUDIES TEST BY VARIOUS RESPONSE CLASSIFICATIONS

Response Classifications	Number of Students	Percentage
No Response	28	6.3
Punishment and Obedience Orientation	163	36.6
Instrumental Relativist Orientation	36	8.1
Interpersonal Concordance	152	34.2
Law and Order Orientation	63	14.2
Social Contract-Legalistic Orientation	3	0.7

Table 1 indicates that only 6 percent of North Carolina's third-grade students did not respond to the question. In addition, Table 1 reveals that approximately one third of the responses were classified as oriented

toward punishment and obedience. In other words, "Jeff did wrong and should be punished because someone was physically injured." Given the punishment and obedience orientation, the physical consequences of an action determined its goodness and badness. If the girl had not been hurt, no one would have assumed Jeff to have done wrong.

Another third of the responses was classified as interpersonal concordance. This is the "good boy -- nice girl" orientation. Good behavior is that which pleases or helps others; one earns approval by being nice. "Jeff did wrong and should be punished because what he did displeased others and earned their disapproval."

Finally, approximately fourteen percent of the students based their responses on the assumption that George's action would preserve the status quo. These students based their reasoning on rules and regulations of fair play. "Jeff broke the rules and consequently should be punished."

In addition, the students were asked, "What do you think the teacher should do?" Student responses to this question are reported in Table 2.

TABLE 2

NUMBER AND PERCENTAGE OF STUDENTS ANSWERING QUESTION 1(b) OF ORAL SOCIAL STUDIES TEST BY VARIOUS RESPONSE CLASSIFICATIONS

Response Classification	Number of Students	Percentage
Compromise - Reason	20	4.5
Using Authority - Referral Powers	167	37.5
Non-Physical Forms of Punishment	139	31.2
Physical Punishment	101	22.7
I Don't Know	4	0.9
No Response	12	2.7
Teacher Should Do Nothing	2	0.4

Table 2 clearly reveals the expected or stereotype teacher behavior pattern - only the method varies.

A tentative conclusion drawn for the responses to these two questions was that North Carolina's third-grade students believe that conflict resolution should be accomplished by a third group. (Students also indicated the use of a third group in responding to Intermediate Objective 26: Resolving International Conflicts). North Carolina's third-grade students seem to believe that social conflicts within school boundaries should be handled by either physical or non-physical discipline or by the introduction of an authority figure.

The second orally administered question was used to determine if student response patterns were affected by either oral or written test administrations. Students' oral responses to "Why do communities have laws?" were compared with written student responses to five written test questions (35-40) dealing with the purposes of government.

Student responses for the oral item are presented below.

TABLE 3
PERCENTAGE OF STUDENTS ANSWERING QUESTION TWO OF ORAL SOCIAL STUDIES TEST BY VARIOUS RESPONSE CLASSIFICATIONS

Response Classification	First Response	Second Response	Third Response	Total
Irrelevant	2.7			2.7
Physical Protection	34.6	1.6	0.7	36.9
Tax Collection	0.2			0.2
Services	6.5	2.7	0.7	9.9
Legislation	0.2			0.2
Punishment for Wrongdoers	41.8	19.3	2.0	63.1
Ensure Justice	0.4	1.1	0.2	1.7
Security (Emotional, Civic)	8.8	11.0	1.8	21.6
No Response	4.7			4.7
Total	99.9	35.7	5.4	

Student responses to the written question, "Which of the following does our government do?", are presented by item in Table 4.

TABLE 4
PERCENTAGE OF STUDENTS RESPONDING AFFIRMATIVELY
TO WRITTEN TEST ITEMS 35-40

Item	Percentage
Helps Protect People	80.6
Makes Laws	79.0
Collects Taxes	72.0
Punishes People Who Break the Law	71.0
Builds Highways	52.6
Builds Schools	50.7

As shown in Table 3, punishment ranked first as the purpose for laws, while physical protection and security ranked second and third respectively. Table 4 reveals that protection and punishment ranked high as reasons for the existence of government. With the limited information presented in Tables 3 and 4, it might be assumed that student responses would be similar on either oral or written tests. However, such an assumption should be made with caution since the instrument was administered to only 450 students. Needless to say, further research needs to be completed before drawing sound conclusions about this question, but the data presented above does indicate that the methodology used in this experimental test can, on an expanded level, provide the necessary data to answer this question.

Summary of Oral Instrument Results

The results of the orally administered social studies instrument produced these tentative findings:

- North Carolina's third-grade students believe that conflict resolution should be accomplished by a third individual or group;
- These students expect school conflicts to be handled by either physical or non-physical discipline or by the introduction of an authority figure;
- They believe the major functions of laws should be the punishment of wrongdoers and physical protection, and
- North Carolina's third graders who had not received formal training in cognitive moral development, tended to respond as predicted by the Kohlberg theory.

Social Studies Subgroup Results

In addition to the state results, the SCORE Social Studies Test Results were also analyzed by region, family income, and parental education level. Since the same general trends were observed in both the cluster and item analysis, only the item analysis results will be reported. For further subtest information, the reader is referred to Appendix D.

Results by Region

In general, Piedmont youngsters scored slightly above the state average. Mountain third graders scored somewhat above the state average, while Coastal Plains students averaged slightly below the state.

Specifically, Coastal Plains third graders had an average score of 50. Piedmont students averaged a score of 52, and Mountain students scored 54. The state average was 51.

Results by Family Income and Parental Education Level

Across all objectives tested, the greater the family income, the better the students performed. Likewise, the higher the level of education attained by the parents, the higher the students scored.

Students coming from families whose total income was above \$15,000 averaged a score of 60, while students living in homes where the family income was below \$3,000 averaged a score of 44. The average score for those students whose family income was between \$3,000 and \$15,000 was 52, slightly above the state's average of 51.

Students having at least one parent who had some post-high school training averaged a score of 57, while students having one parent who graduated from high school averaged a score of 53. However, students having only one parent with more than an eighth grade but less than high school education averaged a score of 48, which is below the state's average of 51.

Summary of Social Studies Subgroup Results

From the previous discussion, it is apparent that the average scores differ for various subgroups of North Carolina's third-grade students. However, it should be remembered that these scores are averages. Thus, within any given classification (region, parental education, or family income level) there are students who score just as high as students in other classifications. The difference in averages lies in the fact that a greater proportion of students within each classification scored either somewhat above or below the state average.

APPENDICES

APPENDIX A

SOCIAL STUDIES
OBJECTIVE CLASSIFICATION

<u>Terminal</u>	<u>Intermediate</u>
Information Processing	Identification of Source of Information Identify Source of Information from Several Sources Infer Types of Neighborhood and Geographic Conditions Sequence of Events Chronological Order Cardinal Directions Land and Water Masses Location of Country and State
Physical Environment	Effects of Physical Environment Adaptation to Physical Environment Geographic Conditions and Industrial Development No Contact Between Communities and Physical Environment Interdependence Between Communities and Physical Environment
Cultural Environment	Heredity versus Environment
Cultural Universals	Requirements for Survival Laws for Different Cultures Economic Changes and Their Effects Upon Communities
Economic System	Identification of Consumers and Producers Identification of Producers of Goods and Services Factors Affecting Values of Goods
Political System	Purposes of Government Purposes of Law Enforcement (subsample) Services Provided by Government Election of Officials in Government Identification of Governor and President Process of Election
International Relations	Resolving International Conflicts
Acting for the General Interest	Purpose of Law Enforcement Resolving Social Conflicts (subsample)

SOCIAL STUDIES ASSESSMENT INSTRUMENT

Rationale

The North Carolina social studies curriculum is a K-12 continuum of skills and social knowledge organized around nine major concept statements drawn from the various social sciences. (A list of these concept statements is presented below.) This curriculum is designed to enable students to:

- . Develop concepts and generalizations which will provide insight into the political, economic, and social behavior of man.
- . Develop skills and attitudes conducive to the use of rational processes for problem-solving, valuing, and decision-making.
- . Acquire knowledge about (a) the structure and functions of the social, political, and economic institutions in American society; (b) the development and unique characteristics of past and present societies; and (c) issues and problems which have persisted throughout the history of mankind.
- . Develop a system of values consistent with the fundamental tenets of democracy.
- . Develop positive attitudes toward other peoples.
- . Develop an understanding of oneself and one's relationship to others and to the environment.^{1/}

This curriculum was developed by the Division of Social Studies of the Department of Public Instruction in consultation with the North Carolina Social Studies Advisory Committee. It was adopted by the State Board of Education in 1970.

The eight terminal objectives of this assessment were drawn from these concept statements and curriculum goals. Objectives and items selected for the assessment instrument represent the statement of these broad objectives in measurement terms. The number of items for each objective was not equal; weight (in numbers of items of the assessment) was given to areas of priority within the Division of Social Studies. The assessment was

^{1/} These six curriculum statements and the nine concepts statements presented on the following pages are excerpts from the Division of Social Studies document, "Social Studies Curriculum Guide for North Carolina."

composed of items from the SCORE item bank, released items from NAEP (National Assessment of Educational Progress), the assessment instruments of other states, and items created by the Division of Social Studies.

I. Man is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities.

The uniqueness of individuals results from the fact that no two people on earth are biologically the same, nor have they shared an identical total environment. Yet, despite individual differences, mankind is remarkably similar in many respects. All human beings exhibit emotions of anger, fear, sorrow, love, and hatred. Regardless of race or ethnic origin, all men have certain common physical and psychological needs: all people require food, air, shelter, water, and protection for their survival; human beings, in general, have acquired the need for self expression, affection and interaction with other human beings.

Because of these basic human needs, man, with few exceptions, cannot exist adequately by himself--consequently, he lives in groups with other men for his own physical and psychological well-being. In devising patterns for group living, various groups or societies of men have created their own distinctive culture (patterns of learned behavior).

An examination of the growth and development of various cultures reveals the basis for man's pre-eminence over other creatures of the earth--his endless capacity to invent and learn. Inventiveness and the capacity to learn are characteristics common to all of mankind. As a result of his ability to invent and to accumulate and transmit knowledge, man has created for himself an environment quite unlike that provided by nature.

Human behavior and culture are inextricably intertwined--culture is a product of man's inventiveness, yet, at the same time, it greatly influences man's thoughts, beliefs, and actions.

Cultural heritage is not the sole determinant of man's actions, although it may to a great extent explain his habits or tendencies to behave in a certain manner. Rarely, if ever, can the actual behavior of an individual or group be explained in terms of a single phenomenon. The behavior of an individual at a given time is affected by his physiological and emotional state, the intensity of his drives or motivations, as well as by the particular external circumstances and social pressures with which he is confronted. Consequently, in any analysis of human behavior, the concept of multiple causation must be applied.

II. The development of the culture of any society is influenced in part by the geographical setting in which the society finds itself.
Every place may be described in terms of: (1) *position* (specific longitudinal and latitudinal referents); (2) *situation* (relationship to other places in terms of distance, direction, and time; and (3) *site* (elevation,

landforms, climate, resources, etc.). The significance of location for a particular society or region, is dependent upon cultural developments both within and outside that society or region.

Phenomena are not distributed equally over the earth's surface. This geographic variability has been a major factor contributing to the development of diverse cultural patterns among human societies. While nature may determine the quantity and quality of resources available in a given area, it is man who determines when and how they shall be used. Mere presence of earth materials does not guarantee their use. Earth materials become resources only when man perceives them as such and develops the skills necessary for their use. Thus, as a result of cultural differences, people may use similarly endowed physical environments in significantly different ways.

The spatial distribution of natural and cultural phenomena has caused human society to move from isolated self-sufficient communities toward an interdependent whole. The development and ever-changing patterns of functional relationships between different areas of the world have linked countless human settlements together in a variety of ways. Thus, the increasing interdependence of mankind has resulted in a corresponding increase in cultural diffusion and significance of relative location.

III. While ways of living differ from one culture to another, all cultures have some common characteristics (cultural universals). All cultures have produced artifacts and institutions which serve, preserve, and transmit that culture. A culture consists of the shared meanings and values that the members of any group hold in common--this includes their artifacts, institutions, and learned patterns of behavior.

Culture is a human invention which evolved out of man's need for organized patterns of group living. Cultural differences observed among human societies may be viewed as the cumulative product of mass human response and learning under diverse geographical and social circumstances.

If it is to survive, a society must devise some means for satisfying the basic human requirements of its members, for resolving potential conflict, and for enculturating new members either born or moving into the society. Consequently, while specific cultural traits differ widely from one society to another, every human society has developed (1) basic rules of moral conduct that all of its members are expected to follow (religious and value-belief systems), (2) a recognized means of exercising authority (political system), (3) a system for the production and distribution of goods and services (economic system), (4) a communication system (language), and (5) social groupings (families, communities, etc.) which facilitate the transmission of culture and the attainment of basic physical and psychological human needs.

IV. The political system is the authoritative allocator--the mechanism by which society finally and ultimately decides which interests, goals and wants shall be enforced on and in society.

The political system is that part of the society that makes binding decisions for the whole of society--this includes formal agencies of government and actual decision-makers both within and outside the formal political structure.

Political systems exist in every human society. They differ considerably, however, in terms of organizational structure, the values they seek to enforce, the actual power or authority they are able to exert over the people they govern, and their ability to protect the society from all other societies. Political concepts such as individual freedom, rights, and obligations are culturally defined--they may hold different meanings and be differentially applied in different societies as well as within the same society. Differences in the structure and power of political systems result from differences in the academic, social, geographic, and philosophical forces operating within the various societies.

Political power is not evenly distributed among all members of any society. In every society there are some individuals or groups who play a more active and significant role in the political process than others. The distribution of power within human groups, is affected by the distribution of resources and skills, individual and group motivation, and access to the actual political decision-makers.

The contrast between democratic political systems may be viewed as a conflict in basic underlying values. Democracy as a political form is based upon the general assumption that the majority of citizens are entitled to make the choice as to what is best for the society--thus, all forms of political participation are open to a greater number of people than that generally found in other types of political systems. In theory, every person within a democratic society has equal rights, liberties, and protection under law. Maintenance of a democratic system, however, is dependent upon the efforts and quality of participation of the people--their willingness to study issues, accept responsibilities accorded him as a citizen. Additionally, participatory citizenship requires that the individual must not only know how to exercise his political options, but must feel that he is obligated to do so.

V. Every economic system involves the production, distribution, and consumption of goods and services. It possesses regularities which make certain forms of prediction possible.

There are not enough resources to produce all the goods and services all people want. Thus, every society must in some fashion resolve certain basic economic questions: (1) What and how much of each good and service shall we produce? (2) How much shall be produced in total? (3) How much and in what way shall land (natural resources), labor, management, and capital be used for production? (4) How shall these goods and services be distributed among the population?

Within and among societies there is a considerable lack of agreement as to economic goals and the means for their attainment. Quite often there may exist more than one satisfactory solution to an economic problem. The alternative selected is often determined by a society's values and the goals and objectives emanating therefrom. Ultimately, the economic output of a nation is affected by the quantity and the quality of its productive resources (land, labor, and capital goods), its level of technology, and the efficiency of its organizational structure.

Uneven distribution of the earth's materials and the need for human societies to increase the quantity and quality of production have resulted in geographic, occupational, and technological specialization. Specialization, in turn, has increased the interdependence of mankind. For this reason, economic concerns of nations in modern times have of necessity become global in scope--events occurring in one nation (famine, industrial expansion, resource development, population explosion, technological or scientific advances) may well have profound effects upon the decisions and welfare of nations in many other parts of the world. Phenomena such as population explosion, the revolution of rising expectations, and diminishing resources have created a greater need for decision-making on an international level in order that natural resources, capital goods, and available human skills may be used for the greatest benefit of mankind.

A private enterprise system such as that existing in the United States, is based on the assumption that individuals have the right and should be accorded freedom to seek economic gain with minimal government interference. Some governmental regulation is necessary, however, for the protection of public interest or the national economy as a whole. The questions of what, how much, when, and by whom goods and services will be produced are to a large extent answered by producers and consumers interacting in a free market.

VI. The value-belief system of a society shapes and exerts informal controls over the behavior of members of that society.

The behavior of individuals and groups is to a great extent influenced by the value-belief system inherent in the particular culture to which they belong. Every society has certain "rules of the game"--standards of ethical conduct and social norms--to which all of its members are expected to adhere.

Value-belief systems are not universally the same. Various societies have evolved different beliefs concerning the supernatural and the relationship between supernatural powers and man. Concepts concerning the role of the individual in society vary considerably from one culture to another. Culture groups also differ in their assumptions of what is good, what is bad, what is socially acceptable and what is not. Behaviors considered desirable in one cultural setting might well be deemed inappropriate in another.

Within each society there are a number of smaller social units such as social classes, racial and ethnic groups, voluntary associations. When the

values and beliefs held by such groups are in conflict with those of the larger culture social problems may result. As the number of individuals varying from the social norm increases, generally there is a corresponding increase in social disorganization.

In order to secure social stability and unity, every society has established a system of rewards and punishments it uses to enforce social norms. To encourage desirable behavior, public esteem may be bestowed upon individuals whose actions embody the values most prized by the society; on the other hand, violators of certain social norms may be subjected to public ridicule, loss of social status, or actual bodily harm. While specific techniques vary greatly from one society to another, every society has negative and positive sanction it uses for controlling the behavior of its members.

VII. All cultures are influenced by past experience; values, beliefs, customs, and traditions are handed down from one generation to another. All cultures have roots in the past. Decisions made and institutions developed in the remote past often have great impact on present-day developments. The web of customs, traditions, values and beliefs found within a given society is a result of the past history of that society.

Within any society there must be some degree of consistency if the society is to continue to achieve its aims. For this reason, every society has established means for socializing its members. Through various groups and institutions (family, school, church, peer group) the society employs both formal and informal means for transmitting cultural values to the young. Generally, the more complex the society, the larger the number of agencies and institutions employed to socialize its members. In the process of socialization the child internalizes the expectations and values of the society to which he belongs -- he begins to see himself as others within the society see him; he evaluates his appearance and behavior as he thinks others evaluate them and experiences a sense of shame or pride as a result of his assessment.

Socialization occurs with adults as well as with young children. Man is a flexible being and is capable of learning approved ways of behaving in a variety of societies. Whenever an individual enters a new society and internalizes the expectations of that society, socialization takes place.

VIII. Culture change occurs continuously and at an accelerating speed. It is a neutral process which may be progress or decline depending on the perspective of the observer. Change has become a constant in modern society. Man is constantly having to adapt to new pressures.

The nature, degree, and rate of change varies considerably from one society to another and within the same society at different times in history. The speed, amount, and direction of change within any society is affected by the attitudes, values, and basic interests of the society.

The material aspects of a culture usually change more rapidly than the non-material aspects. The phenomena is known as cultural lag. Societies tend to accept technological changes more readily than changes in their value system or social changes in technology often result in the creation of social problems which can be resolved only by a change in basic cultural institutions and values.

Change is not always universally welcomed, nor does it always affect all segments of society in the same manner. A particular change may benefit some groups or individuals and not others; for some people it may represent progress while for others it may represent a repudiation of time-tested and proven social patterns and behaviors.

IX. Cultures change as a result of alterations in traditional patterns caused by geographic, economic, social and political transformation.

Although the rate and degree of change may differ, all cultures experience change in some form -- new people entering the society bring new ideas with them; new inventions may effect change in existing living and work patterns; floods, earthquakes, erosion and other natural phenomena may effect change in the cultural site, etc. Cultural change occurs whenever there is variation in a given social pattern or a previous state of existence.

Factors influencing cultural change are generally complex in nature. Change may result from systematic planning on the part of society's leaders or it may evolve through a chain of unforeseen events. A change in the goals of one group may have profound effect upon the economic and political activities of groups in surrounding areas. Changes in one aspect of a culture may force changes in other aspects of the culture. For example, discoveries of new resources or changes in technology may effect change in a society's economic and social patterns; this, in turn, may require change in the political system in order to prevent serious social disorganization.

In culturally pluralistic societies -- societies consisting of numerous and often widely diverse groups, each with its own set of values and expectations -- change is inevitable. Individuals in such societies belong to many different groups and thus often require simultaneously different and sometimes conflicting values which must be reconciled. In reconciling value differences cultural change takes place.

Culture change occurs whenever different culture groups come into close contact and interact with one another. Only in isolation can a group maintain its culture relatively unchanged.

KOHLBERG'S STAGES OF COGNITIVE MORAL DEVELOPMENT^{1/}

LEVEL I. PREMORAL. Neither understands rules nor judges good or bad in terms of rules and authority. Good is what is pleasant and exciting; bad is what is painful or fearful. He has idea of obligation, should, or have to, even in terms of external authority, but is guided only by can do, and want to do.

LEVEL II. PRECONVENTIONAL LEVEL.

Stage 1. The punishment and obedience orientation. The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage 4.)

Stage 2. The instrumental relativist orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the market place. Elements of fairness, reciprocity, and equal sharing are present, but they are always interpreted in a physical or pragmatic way. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not of loyalty, gratitude, or justice.

LEVEL III. CONVENTIONAL LEVEL

Stage 3. The interpersonal concordance or "good boy--nice girl" orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority of "natural" behavior. Behavior is frequently judged by intention: "He means well" becomes important for the first time. One earns approval by being nice.

Stage 4. The law and order orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

LEVEL IV. POST-CONVENTIONAL, AUTONOMOUS, OR PRINCIPLES LEVEL.

Stage 5. The social-contract legalistic orientation. Generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights and in terms of standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural values for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal values and opinions. The result is an emphasis upon the legal

^{1/} Kohlberg L. and Turiel E., "Moral Development and Moral Education" in G. Lesser (ed.), Psychological and Educational Practice, Chicago, Scott Foresman, 1971.

point of view, but with an emphasis upon the possibility of changing law in terms of rational considerations of social utility (rather than rigidly maintaining it in terms of Stage 4 law and order). Outside of the legal realm, free agreement and contract is the binding element of obligation. This is the "official morality" of the American government and Constitution.

Stage 6. The universal ethical principle orientation. Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative) and are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and quality of the human rights, and of respect for the dignity of human beings as individual persons.

APPENDIX B

PERCENTAGE OF TOTAL AND SUBSAMPLE POPULATIONS
BY VARIOUS SUBGROUP CLASSIFICATIONS

Subgroup Classification		Total Sample	Subsample
Coastal Plains Piedmont Mountains		33	34
		53	51
		14	15
Education Level *	1	6	4
	2	27	23
	3	44	44
	4	23	29
Family Income **	1	16	12
	2	76	79
	3	8	9
Sex	M	51	51
	F	49	49
Race	W	70	75
	B	30	25

- *
Education Level: 1 = Both parents having below eighth grade
educations
2 = One parent having between eighth grade
and high school education
3 = One parent with high school education
4 = One parent with post-high school education.

- **
Family Income: 1 = Below \$3,000
2 = Between \$3,000 and \$15,000
3 = Above \$15,000.

PERCENTAGE OF TOTAL AND SUBSAMPLE POPULATIONS CORRECTLY RESPONDING
TO SOCIAL STUDIES TEST ITEMS BY TERMINAL OBJECTIVES

Terminal Objective	State		Regions					
			M		P		C	
	T	S	T	S	T	S	T	S
Information Processing	65	68	67	71	65	69	63	65
Physical Environment	53	57	55	58	53	57	51	56
Cultural Environment	59	60	60	60	59	60	58	59
Cultural Universals	72	74	73	72	72	76	71	73
Economic System	69	71	70	74	70	73	67	67
Political System	62	64	63	62	63	66	60	63
International Relations	52	51	50	49	54	51	53	50
Acting for the General Interest	86	87	86	86	87	87	86	88

APPENDIX C

SOCIAL STUDIES ASSESSMENT OBJECTIVES

Questionnaire Instructions

The third-grade Social Studies Test for the 1973-74 statewide assessment dealt with several general areas, or intermediate objectives, of interest at the state level. More specific instructional, or student performance, objectives were selected for each intermediate objective. The depth of measurement for each intermediate objective varies considerably. Several of these areas may not have been taught in many schools in the past, but are gradually becoming of more interest throughout the nation.

Each intermediate objective is identified by a roman numeral; its instructional objectives are numbered consecutively after it. You are requested to rate each of the objectives (both intermediate and instructional) for three areas of concern: Importance, Being Taught, District Curriculum. There are three rating columns, one for each area. Circle one number in each column which best reflects your thinking.

Column A, Importance: In this column you should rate the objective for its overall importance to third grade students. It is important for these students to know or to be able to do? Does it reflect an important learning skill for them? You should judge here on the general importance of the objective and not whether it is currently being taught. Circle one number.

- 1 - Very Important
- 2 - Somewhat Important
- 3 - Not Very Important

Column B, Being Taught: Here you are asked to rate the objective as to whether it is being taught to your students. That is, do you teach to this objective? If you are a member of a team teaching situation and do not teach this particular subject, please make a judgment as to whether other team teachers teach to this objective. (This will help us to know if the objectives selected are ones that the students in North Carolina generally encounter.) Circle one number.

- 1 - Yes, I (or team member) teach to this objective.
- 2 - This objective is not specifically covered with my students but they have highly similar content and activities.
- 3 - No, my students are not taught this objective.

Column C, District Curriculum: This rating asks for your best judgment as to whether this objective is generally covered in the curriculum throughout your local school system. Thus, you might teach an objective which few others teach and would mark "No". Or you might not teach a particular objective which many others might teach and would mark "Yes". This rating is, of course, very subjective and the results will be considered only as general indicators. Circle one number.

- 1 - Yes, this objective is generally taught.
- 2 - No, this objective is not generally taught.
- 3 - I do not know.

The numbers in the rating columns have headings only on the first page of the questionnaire. In order to keep in mind the meaning of each number, refer back to the instructions (which may be separated from the questionnaire if desired) or the front page of the questionnaire.

(A) Importance (B) Being Taught (C) District Curriculum

	Importance			Being Taught			District Curriculum		
	Very Important	Somewhat Important	Not Very Important	Yes, taught	Similar Obj.	No, not taught	Yes, generally	No, not generally	I don't know
1. Information Processing - The student will demonstrate ability to locate, gather, organize and evaluate information.	1 2 3 85 15 0	1 2 3 73 27 0	1 2 3 85 15 0	1 2 3 68 32 0	1 2 3 63 35 2	1 2 3 85 8 7	1 2 3 83 13 4	1 2 3 43 18 38	1 2 3 85 3 12
1. Given specific information to locate, the student is able to identify the source (newspaper, magazine, encyclopedia, atlas, dictionary) from which one could most likely obtain such information.	1 2 3 50 40 10	1 2 3 73 27 0	1 2 3 85 15 0	1 2 3 68 32 0	1 2 3 63 35 2	1 2 3 85 8 7	1 2 3 83 13 4	1 2 3 43 18 38	1 2 3 85 3 12
2. Given a particular topic and/or question, the student will gather information on the topic and/or question from at least three sources.	1 2 3 75 25 0	1 2 3 85 15 0	1 2 3 85 15 0	1 2 3 68 32 0	1 2 3 63 35 2	1 2 3 85 8 7	1 2 3 83 13 4	1 2 3 43 18 38	1 2 3 85 3 12
3. Given a picture of people engaged in various activities, the student will infer the kind of neighborhood and/or the geographic conditions under which such activities are most likely to take place.	1 2 3 88 10 2	1 2 3 75 25 0	1 2 3 85 15 0	1 2 3 68 32 0	1 2 3 63 35 2	1 2 3 85 8 7	1 2 3 83 13 4	1 2 3 43 18 38	1 2 3 85 3 12
4. Given a picture sequence, the student will identify the order in which the particular events depicted occurred.	1 2 3 88 10 2	1 2 3 75 25 0	1 2 3 85 15 0	1 2 3 68 32 0	1 2 3 63 35 2	1 2 3 85 8 7	1 2 3 83 13 4	1 2 3 43 18 38	1 2 3 85 3 12

1. Information Processing - The student will demonstrate ability to locate, gather, organize and evaluate information.

1. Given specific information to locate, the student is able to identify the source (newspaper, magazine, encyclopedia, atlas, dictionary) from which one could most likely obtain such information.

2. Given a particular topic and/or question, the student will gather information on the topic and/or question from at least three sources.

3. Given a picture of people engaged in various activities, the student will infer the kind of neighborhood and/or the geographic conditions under which such activities are most likely to take place.

4. Given a picture sequence, the student will identify the order in which the particular events depicted occurred.

	(A) <u>Importance</u>	(B) <u>Being Taught</u>	(C) <u>District Curriculum</u>
5. Given a set of events, either historical or contemporary, the student will place the events in chronological order.	1 2 3 45 45 10	1 2 3 35 48 10	1 2 3 48 18 34
6. Given a map and/or orientation North, the student will correctly identify and distinguish among	1 2 3 80 18 2	1 2 3 78 15 7	1 2 3 80 10 10
a. the Cardinal Directions -- North, South, East, and West			
b. the Intermediate Directions -- Northeast, Northwest, Southeast, and Southwest.			
7. Given a simplified map or globe, the student will identify and make a distinction between land and water masses.	1 2 3 93 5 2	1 2 3 95 3 2	1 2 3 95 3 2
8. The student is able to name and locate his/her country, state and city on a map and/or globe.	1 2 3 97 3 0	1 2 3 93 7 0	1 2 3 88 5 7
II. <u>Physical Environment</u> - The student will demonstrate an understanding of man's relationship to the physical environment.	1 2 3 78 15 7	1 2 3 75 18 7	1 2 3 85 2 5
1. Given a picture or description of a particular geographic or climatic condition, the student will	1 2 3 83 17 0	1 2 3 68 32 0	1 2 3 80 8 12
a. identify effects these conditions may have on a person, a family, or a community			
b. identify ways various groups have adapted to the particular environmental conditions described.			

(A) Importance (B) Being Taught (C) District Curriculum

2. Given specific situations, the student will identify locational factors (topography, relative location, climate, and natural resources or other characteristics) that would either aid or deter growth and development of a human settlement or activity.

1 2 3 1 2 3 1 2 3
53 43 2 45 35 18 48 18 33

3. Given a picture or description of a particular type of industrial or agricultural activity, the student will correctly match the picture or description with a specific geographic feature that would facilitate development of the industry described.

1 2 3 1 2 3 1 2 3
48 48 3 38 48 13 48 18 33

4. The student will demonstrate understanding of effects of geographic distribution on human activities by identifying and/or predicting the consequences for two mutually dependent (interdependent) communities if all contact between these communities were suddenly stopped.

1 2 3 1 2 3 1 2 3
53 38 8 35 40 23 43 18 38

5. Given pictures or descriptions of situations depicting a condition of interdependence, the student will identify or state ways in which the groups involved are dependent upon one another.

1 2 3 1 2 3 1 2 3
83 15 2 65 30 3 68 10 20

(A) Importance (B) Being Taught (C) District Curriculum

III. Cultural/Social Environment - The student will demonstrate knowledge and understanding of the relationship between human beings and their cultural/social environment.

1. Given ways in which people are alike and different, the student is able to identify those likenesses which are the result of heredity and those resulting from the cultural/social environment.

1 2 3	1 2 3	1 2 3
73 28 0	50 35 15	63 10 28

1 2 3	1 2 3	1 2 3
50 40 10	38 38 24	45 18 37

IV. Cultural Universals - The student will demonstrate knowledge and understanding of "cultural universals" and awareness that these take different forms in various cultures and that these forms may change over time.

1. Given specific situations, the student is able to identify those things human beings require for survival.

1 2 3	1 2 3	1 2 3
93 5 2	73 20 5	85 10 5

2. Given a specific group situation or cultural setting, the student will identify or state a rule or law appropriate to the specific group or cultural need described.

1 2 3	1 2 3	1 2 3
33 40 27	25 33 43	28 23 48

3. Given information about a person or a group of people whose lives are being affected by a specific change, the student will

1 2 3	1 2 3	1 2 3
50 45 5	43 45 12	48 13 38

- a. identify or state reasons why this change may have occurred

(A) Importance (B) Being Taught (C) District Curriculum

- b. Predict possible consequences of this change
- c. Identify or state how this change would most likely be viewed by the person or persons involved.

V. Economic System - The student will demonstrate knowledge and understanding of factors influencing the production, distribution and use of goods and services.

1. Given pictures and/or descriptions of people engaged in various activities, the student will identify those persons who are "consumers" and those who are "producers".

2. Given pictures or descriptions of people or businesses engaged in production activities, the student will identify which are "producers of goods," and which are "producers of services".

3. Given a description or picture depicting the market for a saleable item, the student will identify or state factors that affect the value of that item.

VI. Political System - The student will demonstrate knowledge and understanding of the American system of government.

1	2	3	1	2	3	1	2	3
70	28	2	60	38	2	70	13	17
1	2	3	1	2	3	1	2	3
58	42	0	53	45	2	70	10	20
1	2	3	1	2	3	1	2	3
50	48	2	50	38	12	63	13	25
1	2	3	1	2	3	1	2	3
40	50	10	25	45	30	38	25	37
1	2	3	1	2	3	1	2	3
85	12	3	53	45	2	73	15	12

(A) Importance (B) Being Taught (C) District Curriculum

1. The student is able to state at least two purposes of government.

1 2 3 1 2 3
83 15 2 60 35 5 68 10 22

2. The student will demonstrate knowledge of services provided by government and how these services are paid for.

1 2 3 1 2 3
68 27 5 50 45 5 68 10 22

3. The student is able to identify the principal offices in local, state, and national government that are elected.

1 2 3 1 2 3
65 30 5 55 35 10 55 18 27

4. The student is able to name and/or identify the following elected officials:

1 2 3 1 2 3
100 0 0 95 5 0 93 5 2

- the President of the United States
- the Governor of North Carolina
- the Mayor of the student's town (provided the student lives in a town in which there is a mayor).

5. The student will demonstrate knowledge and understanding of the process by which government officials are elected.

1 2 3 1 2 3
70 28 2 53 35 12 63 12 25

VII. International Relations - The student will demonstrate understanding of problems of international relations.

1. The student is able to identify or state at least two ways by which a country may attempt to resolve conflict other than war.

1 2 3 1 2 3
43 38 17 25 43 30 30 28 40
1 2 3 1 2 3
50 38 12 25 35 40 30 20 50

<u>(A) Importance</u>	<u>(B) Being Taught</u>	<u>(C) District Curriculum</u>
1 2 3	1 2 3	1 2 3
83 15 2	58 38 4	63 15 22
1 2 3	1 2 3	1 2 3
83 17 0	65 28 7	68 7 25

VIII. Acting for the General Interest - The student will demonstrate a willingness to act for the general interest.

1. The student is able to
 - a. identify or state purposes served by law enforcement agencies
 - b. state whether he/she thinks law enforcement agencies (the police) are necessary and justify his/her response.

SOCIAL STUDIES: OBJECTIVE-ITEM CONGRUENCE

Questionnaire Instructions

In this questionnaire, you are asked to look at each item on the Social Studies Test and make a judgment about how well it seems to measure the objective for which it is listed. Two types of ratings are requested: one dealing with how well you think the item measures the objective with which it is listed, and the second dealing with how difficult you think the item would be for your students.

Column A, Measure:

Here you are to judge the excellence of the item as a measure of the objective listed. Circle the number that best reflects your own opinion.

- 1 - A very good measure of the stated objective
- 2 - Adequate or generally acceptable measure of the objective
- 3 - A poor measure of the stated objective

Column B, Difficulty:

Please rate each item on its difficulty level, or on what percentage of third grade students you have taught you think would pass that item in the Spring. Ratings range from "1" (Very Difficult) to "5" (Very Easy). In order for the responses from all the raters to be comparable, please use the following guidelines for ranking each item. The percentages represent the number of your students you believe could answer the item correctly.

- 1 - 0-20% answer correctly
- 2 - 21-40% answer correctly
- 3 - 41-60% answer correctly
- 4 - 61-80% answer correctly
- 5 - 81-100% answer correctly

Below each objective, the item(s) measuring that objective is (are) listed. You must refer to that item number in the enclosed Social Studies Test booklet. For example, item 1 measures the first objective listed. You should turn first to item number 1 in the test booklet, read the item completely. After completing the item, rate it on the two scales described above: Measure and Difficulty.

Then do the same for item number 2 for the second objective. Follow this procedure for the items listed for each objective. Some objectives have more than one item.

When reviewing the items, keep in mind that all items were read aloud to the students (except for those items measuring reading skills) in order to reduce the influence of poor reading on the answers.

You may refer back to these instructions if necessary in order to keep the rating scales in mind. If helpful, you may separate this sheet of instructions from the rating questionnaire itself.

ITEM RATING SCALE

I. INFORMATION PROCESSING - The student will demonstrate ability to locate, gather, organize and evaluate information.

1. Given specific information to locate, the student is able to identify the source (newspaper, magazine, encyclopedia, atlas, dictionary) from which one could most likely obtain such information.
2. Given a particular topic and/or question, the student will gather information on the topic and/or question from at least three sources.
3. Given a picture of people engaged in various activities, the student will infer the kind of neighborhood and/or the geographic conditions under which such activities are most likely to take place.
4. Given a picture sequence, the student will identify the order in which the particular events depicted occurred.
5. Given a set of events, either historical or contemporary, the student will place the events in chronological order.

SCALE		1-Good 2-Adequate 3-Poor					1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%				
Item	(A) Measure			(B) Difficulty							
1	1	2	3	1	2	3	4	5			
	90	10	0	0	10	17	39	34			
2	1	2	3	1	2	3	4	5			
	46	42	12	2	20	32	29	17			
59	1	2	3	1	2	3	4	5			
	88	10	2	0	0	12	7	78			
60	1	2	3	1	2	3	4	5			
	78	17	0	0	5	10	17	68			
3	1	2	3	1	2	3	4	5			
	39	44	17	15	17	24	34	10			
4	1	2	3	1	2	3	4	5			
	51	39	7	5	20	37	37	9			
5	1	2	3	1	2	3	4	5			
	59	34	7	5	10	29	36	20			

ITEM RATING SCALE (CONTINUED)

		1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%				
		(A) Measure			(B) Difficulty				
Item		1	2	3	1	2	3	4	5
6. Given a map and/or orientation North, the student will correctly identify and distinguish among:	6	1	2	3	1	2	3	4	5
		78	15	7	5	4	20	27	42
7	7	1	2	3	1	2	3	4	5
		68	29	2	5	5	42	29	17
8	8	1	2	3	1	2	3	4	5
		68	29	2	5	7	42	27	17
75	75	1	2	3	1	2	3	4	5
		51	27	17	20	12	34	27	2
76	76	1	2	3	1	2	3	4	5
		71	20	5	15	7	29	39	5
a. the Cardinal Directions -- North, South, East, and West									
b. the Intermediate Directions -- Northeast, Northwest, Southeast, and Southwest.									
7. Given a simplified map or globe, the student will identify and make a distinction between land and water masses.	70	1	2	3	1	2	3	4	5
		68	22	10	2	10	17	37	54
71	71	1	2	3	1	2	3	4	5
		61	29	10	2	20	17	34	27
72	72	1	2	3	1	2	3	4	5
		32	42	24	27	26	27	10	7
73	73	1	2	3	1	2	3	4	5
		66	24	7	4	5	27	32	29
74	74	1	2	3	1	3	4	4	5
		73	22	2	0	7	24	29	37

ITEM RATING SCALE (CONTINUED)

II. PHYSICAL ENVIRONMENT - The student will demonstrate an understanding of man's relationship to the physical environment.

1. Given a picture or description of a particular geographic or climatic condition, the student will
 - a. identify effects these conditions may have on a person, a family, or a community
 - b. identify ways various groups have adapted to the particular environmental conditions described.
2. Given specific situations, the student will identify locational factors (topography, relative location, climate, and natural resources or other characteristics) that would either aid or deter growth and development of a human settlement or activity.
3. Given a picture or description of a particular type of industrial or agricultural activity, the student will correctly match the picture or description with a specific geographic feature that would facilitate development of the industry described.

Item	1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%				
	(A) Measure			(B) Difficulty				
13	1	2	3	1	2	3	4	5
	71	27	2	5	15	37	32	12
66	1	2	3	1	2	3	4	5
	78	17	5	2	10	24	37	24
67	1	2	3	1	2	3	4	5
	78	17	2	2	2	22	32	42
9	1	2	3	1	2	3	4	5
	88	5	5	2	5	2	20	68
10	1	2	3	1	2	3	4	5
	59	24	12	5	17	29	32	15
11	1	2	3	1	2	3	4	5
	68	24	2	0	5	29	34	29
12	1	2	3	1	2	3	4	5
	68	20	7	24	10	27	22	37
14	1	2	3	1	2	3	4	5
	71	27	0	2	7	39	37	12
68	1	2	3	1	2	3	4	5
	54	34	10	5	15	37	29	12
69	1	2	3	1	2	3	4	5
	54	34	5	0	17	29	34	15

ITEM RATING SCALE (CONTINUED)

		1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%					
		(A) Measure			(B) Difficulty					
Item		1	2	3	1	2	3	4	5	
4.	The student will demonstrate understanding of effects of geographic distribution on human activities by identifying and/or predicting the consequences for two mutually dependent (interdependent) communities if all contact between these communities were suddenly stopped.	77	44	29	24	7	29	42	12	7
5.	Given pictures or descriptions of situations depicting a condition of interdependence, the student will identify or state ways in which the groups involved are dependent upon one another.	15	46	44	7	10	15	34	27	12
III. <u>CULTURAL/SOCIAL ENVIRONMENT</u> - The student will demonstrate knowledge and understanding of the relationship between human beings and their cultural/social environment.										
1.	Given ways in which people are alike and different, the student is able to identify those likenesses which are the result of heredity and those resulting from the cultural/social environment.	41	66	27	5	2	7	24	15	49
		42	71	22	5	1	2	3	4	5
		43	68	22	7	2	5	15	12	63
		44	66	20	12	5	7	17	7	61
		45	66	24	7	2	7	15	10	63

ITEM RATING SCALE (CONTINUED)

IV. CULTURAL UNIVERSALS - The student will demonstrate knowledge and understanding of "cultural universals" and awareness that these take different forms in various cultures and that these forms may change over time.

1. Given specific situations, the student is able to identify those things human beings require for survival.

19	1	2	3	1	2	3	4	5
	88	10	0	0	2	12	34	49
20	1	2	3	1	2	3	4	5
	73	20	5	0	5	24	27	42

2. Given a specific group situation or cultural setting, the student will identify or state a rule or law appropriate to the specific group or cultural need described.

21	1	2	3	1	2	3	4	5
	56	37	5	2	2	32	27	34

3. Given information about a person or a group of people whose lives are being affected by a specific change, the student will:

- (a) identify reasons why change may have occurred
(b) predict possible consequences of this change
(c) identify or state how this change would most likely be viewed by the person or persons involved.

54	1	2	3	1	2	3	4	5
	85	12	0	0	0	12	27	59
55	1	2	3	1	2	3	4	5
	83	12	2	0	2	20	34	42
56	1	2	3	1	2	3	4	5
	81	17	0	0	0	17	34	46
57	1	2	3	1	2	3	4	5
	76	20	2	0	5	17	27	49
58	1	2	3	1	2	3	4	5
	88	10	0	0	0	15	27	56

ITEM RATING SCALE (CONTINUED)

		1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%				
		(A) Measure			(B) Difficulty				
Item									
V. <u>ECONOMIC SYSTEM</u> - The student will demonstrate knowledge and understanding of factors influencing the production, distribution and use of goods and services.									
1. Given pictures and/or descriptions of people engaged in various activities, the student will identify those persons who are "consumers" and those who are "producers."	16	1	2	3	1	2	3	4	5
		63	34	0	7	10	29	32	20
	17	1	2	3	1	2	3	4	5
		49	42	5	7	12	29	32	15
	18	1	2	3	1	2	3	4	5
		46	27	22	17	20	39	15	5
2. Given pictures or descriptions of people or businesses engaged in production activities, the student will identify which are "producers of goods," and which are "producers of services".	62	1	2	3	1	2	3	4	5
		63	29	5	7	22	22	20	24
	63	1	2	3	1	2	3	4	5
		59	29	10	12	20	22	32	12
	64	1	2	3	1	2	3	4	5
		73	20	5	5	15	22	29	27
	65	1	2	3	1	2	3	4	5
		54	27	17	5	12	37	27	17
3. Given a description or picture depicting the market for a saleable item, the student will identify or state factors that affect the value of that item.	23	1	2	3	1	2	3	4	5
		59	37	2	12	15	49	20	2
	24	1	2	3	1	2	3	4	5
		76	12	10	5	0	5	20	68
	25	1	2	3	1	2	3	4	5
		56	29	12	17	12	27	34	7
	26	1	2	3	1	2	3	4	5
		81	15	0	0	0	10	27	59
	27	1	2	3	1	2	3	4	5
		66	24	5	0	12	27	37	20

ITEM RATING SCALE (CONTINUED)

		1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%				
		(A) Measure			(B) Difficulty				
Item		1	2	3	1	2	3	4	5
VI. POLITICAL SYSTEM - The student will demonstrate knowledge and understanding of the American system of government.									
1. The student is able to state at least two purposes of government.	35	1	2	3	1	2	3	4	5
		86	12	0	0	2	17	27	51
	36	1	2	3	1	2	3	4	5
		73	20	2	0	5	20	24	5
	37	1	2	3	1	2	3	4	5
		73	22	2	0	5	24	32	37
	38	1	2	3	1	2	3	4	5
		73	24	0	0	2	22	34	39
	39	1	2	3	1	2	3	4	5
		90	7	0	0	2	5	29	61
2. The student will demonstrate knowledge of services provided by government and how these services are paid for.	40	1	2	3	1	2	3	4	5
		81	17	0	0	2	15	29	51
	22	1	2	3	1	2	3	4	5
		66	27	5	5	10	29	32	22
	28	1	2	3	1	2	3	4	5
		81	15	2	0	2	32	34	29
	29	1	2	3	1	2	3	4	5
		81	17	0	0	5	32	42	20
3. The student is able to identify the principal offices in local, state, and national government that are elected.	30	1	2	3	1	2	3	4	5
		68	24	5	2	15	37	32	12
	31	1	2	3	1	2	3	4	5
		85	10	0	0	0	32	42	22
4. The student is able to name and/or identify the following elected officials:	32	1	2	3	1	2	3	4	5
		98	0	0	0	0	5	24	68
	33	1	2	3	1	2	3	4	5
		92	5	0	0	2	17	39	39

ITEM RATING SCALE (CONTINUED)

		1-Good 2-Adequate 3-Poor			1: 0-20% 2: 21-40% 3: 41-60% 4: 61-80% 5: 81-100%					
		(A) Measure			(B) Difficulty					
Item										
a. the President of the United States										
b. the Governor of North Carolina										
c. the Mayor of the student's town (provided the student lives in a town in which there is a mayor).										
5.	The student will demonstrate knowledge and understanding of the process by which government officials are elected.	61	1	2	3	1	2	3	4	5
			54	32	12	7	24	29	32	5
VII. <u>INTERNATIONAL RELATIONS</u> - The student will demonstrate understanding of problems of international relations.										
1.	The student is able to identify or state at least two ways by which a country may attempt to resolve conflict other than war.	34	1	2	3	1	2	3	4	5
			76	20	2	0	10	34	29	24
VIII. <u>ACTING FOR THE GENERAL INTEREST</u> - The student will demonstrate a willingness to act for the general interest.										
1.	The student is able to:	46	1	2	3	1	2	3	4	5
			56	29	12	5	5	27	27	34
a.	identify or state purposes served by law enforcement agencies	47	1	2	3	1	2	3	4	5
			51	32	15	0	5	22	29	42
b.	state whether he/she thinks law enforcement agencies (the police) are necessary and justify his/her response.	48	1	2	3	1	2	3	4	5
			73	22	2	0	0	24	29	44
		49	1	2	3	1	2	3	4	5
			46	39	12	0	7	42	27	22
		50	1	2	3	1	2	3	4	5
			83	15	0	0	2	15	20	61
		51	1	2	3	1	2	3	4	5
			90	7	0	0	0	15	27	56
		52	1	2	3	1	2	3	4	5
			76	17	5	2	5	10	29	51

SUMMARY OF STUDENT SOCIAL STUDIES ACHIEVEMENT AND TEACHER
RATINGS ON SOCIAL STUDIES ASSESSMENT OBJECTIVES

Objective	Percent of Teachers Reporting						Percent of Students Correctly Responding To Item(s)
	Objective Important		Objective Being Taught In Their Classroom	Objective Generally Being Taught In Their School District	Item(s) Either Good Or Adequate Measure Of Objective	That Two Thirds of Their Students Would Respond Correctly To Item(s)	
	Very Imp.	Somewhat Imp.					
INFORMATION PROCESSING	85	15	100	93	91	57	65
Identify Source of Information	73	27	100	98	100	73	93
Identify several sources	50	40	90	70	88	46	76
Infer Types of Neighborhood and Geographic Conditions	75	25	100	100	97	85	96
Sequence of Events	88	10	98	98	83	44	46
Chronological Order	45	45	90	83	92	47	64
Cardinal Directions	80	18	98	93	91	43	48
Land and Water Masses	93	5	98	98	85	50	50
Locate Country and State	98	2	100	100	93	64	45
PHYSICAL ENVIRONMENT	78	15	93	93	88	45	53
Effect of Physical Environment	82	18	100	100	96	60	70
Adapting to Physical Environment	53	43	96	80	91	61	65
Geographic Conditions and Industrial Development	48	48	96	98	88	45	57
No Contact Between Communities	53	38	91	75	73	19	31
Interdependence	83	15	98	95	90	39	40

SUMMARY OF STUDENT SOCIAL STUDIES ACHIEVEMENT AND TEACHER RATINGS ON SOCIAL STUDIES ASSESSMENT OBJECTIVES (CONTINUED)

Objective	Percent of Teachers Reporting						That Two Thirds of Their Students Would Respond Correctly To Item(s)	Percent of Students Correctly Responding To Item(s)
	Objective Important		Objective Being Taught In Their Classroom	Objective Generally Being Taught In Their School District	Item(s) Either Good Or Adequate Measure of Objective	Two Thirds of Their Students Would Respond Correctly To Item(s)		
	Very Imp.	Somewhat Imp.						
CULTURAL ENVIRONMENT	73	27	100	88	88	45	59	
Hereditry vs. Environment	50	40	90	75	63	71	59	
CULTURAL UNIVERSALS	53	43	96	93	60	73	72	
Requirements for Survival	93	5	98	93	95	76	73	
Laws for Different Cultures	33	40	73	58	51	61	58	
Specific Changes and Their Effects	50	45	95	88	61	81	84	
ECONOMIC SYSTEM	70	28	98	98	84	49	69	
Identify Consumers and Producers	58	42	100	98	90	40	61	
Producers of Goods and Services	50	48	98	88	75	47	67	
Factors Affecting Values of Goods	40	50	90	70	63	59	79	
POLITICAL SYSTEM	85	13	98	98	89	64	62	
Purposes of Government	83	15	98	95	78	77	81	
Services Provided by Government	68	28	96	95	78	56	65	
Elected Offices in Government	65	30	95	90	73	63	68	
Identify Governor and President	100	0	100	100	98	85	76	
Process of Election	70	28	98	89	75	37	20	

SUMMARY OF STUDENT SOCIAL STUDIES ACHIEVEMENT AND TEACHER
RATINGS ON SOCIAL STUDIES ASSESSMENT OBJECTIVES (CONTINUED)

Objective	Percent of Teachers Reporting						
	Objective Important		Objective Being Taught In Their Classroom	Objective Generally Being Taught In Their School District	Item(s) Either Good Or Adequate Measure of Objective	That Two Thirds of Their Students Would Respond Correctly To Item(s)	Percent of Students Correctly Responding To Item(s)
	Very Imp.	Somewhat Imp.					
INTERNATIONAL RELATIONS	43	38	81	68	58	53	53
Resolving International Conflicts	50	38	88	60	50	53	53
ACTING FOR THE GENERAL INTEREST	83	15	98	95	78	71	86
Purpose of Law Enforcement	83	17	100	93	76	71	86

PERFORMANCE STANDARD DESCRIPTOR DEFINITIONS FOR TEACHERS' RATINGS
ON OBJECTIVE IMPORTANCE AND ITEM DIFFICULTY

<u>Percentage of Teachers Rating Objectives and Items Important</u>	<u>Objective Importance Descriptor</u>	<u>Item Difficulty Descriptor</u>
<80	Very Important	Elementary
60-79	Important	Moderately Difficult
40-59	Somewhat Important	Difficult
<40	Less Important	Very Difficult

APPENDIX D

PERCENTAGES OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS WITHIN EACH
SPECIFIC OBJECTIVE ON SCORE SOCIAL STUDIES TEST

Major Objective	Specific Objective	# Items Correct	State	Region			Sex By Race				Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	H	M	L	1	2	3	4
Informa- tion Processing	Identify Sources of Information	=0 =1	7 93	6 94	7 93	9 91	12 88	13 87	5 95	4 96	19 81	5 95	.5 99.5	17 83	11 89	4 96	3 97
	Several Sources	=0 =1	24 76	21 79	22 78	27 73	36 64	31 69	20 80	19 81	35 65	23 77	13 87	34 66	29 71	22 78	15 85
	Infer Types of Neighborhood and Geographical Conditions	=0 ≥1 =2	1 98 93	1.2 99 95	1.2 99 93	2 98 92	3 97 89	1 98 88	6 98 93	1 99 96	4 96 85	1 99 94	1 99 99	5 95 88	2 98 91	2 98 94	0.2 100 96
	Sequence of Events	=0 =1	44 46	52 48	54 46	55 45	67 33	60 40	51 49	48 52	69 31	53 47	35 65	62 38	61 39	52 48	38 62
	Chronological Order	=0 ≥1 =2	16 83 44	11 89 51	16 84 45	20 80 39	26 74 32	24 76 34	11 88 47	14 85 50	27 73 26	16 84 45	6 94 70	32 68 25	21 79 36	13 87 47	8 92 60
	Cardinal Directions	=0 ≥1 ≥2 ≥3 ≥4 =5	5 94 70 42 22 9	4 96 74 49 29 12	6 94 70 39 21 9	5 95 70 43 22 8	10 90 59 31 10 2	7 93 61 30 12 3	4 96 75 47 28 13	4 96 75 47 27 11	11 89 56 27 11 4	4 96 72 44 23 9	3 97 82 56 39 18	5 94 58 32 16 6	8 92 62 32 16 5	4 96 76 46 25 11	4 96 79 55 36 16
	Land and Water Masses	=0 ≥1 ≥2 =3	17 83 52 15	12 88 55 16	17 82 53 17	19 80 50 13	31 69 36 10	23 77 31 7	11 89 65 21	14 86 56 16	28 72 32 9	16 84 54 16	5 94 78 25	28 72 41 7	21 79 41 11	17 83 54 16	8 92 74 24

PERCENTAGES OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS WITHIN EACH
SPECIFIC OBJECTIVE ON SOCRE SOCIAL STUDIES TEST (CONTINUED)

Major Objective	Specific Objective	# Items Correct	State	Region			Sex by Race				Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	H	M	L	1	2	3	4
Physical Environment	Locate Country and State	=0 ≥1 =2	29 70 19	24 76 23	28 72 19	33 66 17	39 61 9	40 60 9	23 76 27	26 74 20	45 55 9	28 72 19	14 86 42	39 61 10	37 63 15	27 73 19	18 82 33
	Effect of Physical Environment	=0 ≥1 ≥2 =3	6 94 74 42	4 96 84 52	6 94 74 45	7 93 71 33	11 89 58 22	13 87 51 15	2 97 88 59	5 95 78 44	14 86 53 16	6 94 76 43	0.0 100 96 80	7 93 61 20	9 91 64 32	4 96 80 46	2 98 92 65
	Adapting to Physical Environment	=0 ≥1 ≥2 ≥3 ≥4 =5	1 99 94 78 44 7	2 98 94 81 44 7	1 98 94 77 47 8	1 99 94 77 40 7	1 98 91 64 31 5	3 97 87 66 33 4	1 99 96 85 51 10	1 99 96 81 48 7	3 97 86 59 28 5	1 99 95 80 45 7	0.0 100 99 90 67 14	2 98 91 69 27 7	2 98 93 74 38 7	0.7 99 96 78 47 7	0.0 100 98 91 59 11
	Graphic Conditions and Industrial Development	=0 ≥1 =2	23 77 37	18 81 42	23 76 39	24 76 32	37 63 18	36 64 22	15 85 47	20 80 42	40 60 17	21 78 38	5 94 64	31 69 31	30 70 26	19 81 41	12 88 55
	No Contact Between Communities	=0 =1	79 31	67 33	78 32	71 29	77 23	81 19	62 38	67 33	79 21	68 32	56 44	81 19	74 26	68 32	56 44
	Interdependence	=0 =1	60 40	51 49	62 38	62 38	72 28	67 33	59 41	53 47	71 29	60 40	44 56	69 31	66 34	57 43	50 50

PERCENTAGES OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS WITHIN EACH
SPECIFIC OBJECTIVE ON SCORE SOCIAL STUDIES TEST (CONTINUED)

Major Objective	Specific Objective	# Items Correct	Region			Sex By Race				Family Income				Parental Education			
			Mt.	Pied.	C.P.	BM	BF	WM	WF	H	M	L		1	2	3	4
Economic System	Factors Affecting Values of Goods	=0	0.0	0.1	0.1	0.2	0.2	0.0	0.0	0.2	0.1	0.0		0.0	0.1	0.0	0.0
		≥1	100	100	100	100	100	100	100	100	100	100		100	100	100	100
		≥2	99	99	98	97	97	100	100	97	99	99		99	99	99	99
		≥3	92	95	89	85	84	94	95	82	93	98		88	91	92	96
		≥4	71	78	66	58	53	78	79	54	73	92		57	68	74	85
Political System	Purposes of Government	=5	34	40	29	14	21	42	42	19	34	59		18	29	37	49
		=0	1.0	0.3	0.7	2	1.1	1	1	1	1	1		4	2	0.7	0.2
		≥1	99	100	99	98	99	99	99	99	99	99		95	98	99	100
		≥2	96	97	96	96	96	97	96	96	96	99		94	93	97	98
		≥3	86	87	87	86	83	88	84	86	86	87		88	84	86	88
		≥4	64	64	65	66	57	69	62	60	65	68		58	62	64	68
	Services Provided By Government	≥5	40	41	36	42	32	44	38	38	40	44		37	39	38	43
		=6	21	21	19	23	12	24	20	17	21	22		21	19	19	25
		=0	3	2	4	7	6	2	2	8	3	1		8	4	2	1.3
		≥1	96	98	96	93	94	97	98	92	97	99		92	96	97	99
		≥2	83	88	81	69	75	88	90	68	85	99		74	79	86	94
		≥3	56	63	52	34	38	65	66	35	58	86		43	47	60	77
	Elected Officers In Government	=4	25	32	22	12	10	30	33	7	26	51		12	20	26	42
		=0	32	23	49	49	56	22	25	57	30	11		54	38	29	14
		=1	68	77	60	51	44	78	75	43	70	89		46	62	71	86
	Identify Governor And President	=0	6	7	8	10	6	6	5	9	6	2		12	7	5	2
		≥1	94	93	92	90	94	94	95	90	94	98		88	93	94	98
	Process of Election	=2	58	55	57	50	48	60	65	44	59	74		46	52	60	72
		=0	80	78	80	83	85	79	77	84	80	70		83	84	81	70
		=1	20	22	20	17	15	21	23	16	20	30		17	16	19	30

PERCENTAGES OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS WITHIN EACH
SPECIFIC OBJECTIVE ON SCORE SOCIAL STUDIES TEST (CONTINUED)

Major Objective	Specific Objective	# Items Correct	State	Region			Sex By Race					Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	H	M	L	1	2	3	4	
Cultural Environment	Heredity vs. Environment	=0	3	0	0	0+	0	1	0	0	1	0	0	1	0	0	1	0
		=1	99.6	100	99+	100	99	100	99	100	99	100	100	99	99	99	99	99
		=2	98	99	97	98	98	98	98	99	97	98	100	98	97	97	98	98
		=3	82	87	82	79	76	80	83	85	80	81	91	84	79	81	87	87
		=4	14	17	14	11	8	11	16	16	11	12	30	8	9	13	21	21
		=5	3	3	2	2	1	2	3	3	2	3	5	2	0	3	4	
	Requirements for Survival	=0	13	9	12	15	26	20	9	7	23	12	2	20	17	11	4	4
		=1	87	91	87	85	74	80	91	93	77	88	98	80	83	89	96	96
		=2	58	62	59	56	38	45	62	70	41	60	82	43	50	62	75	75
		=0	42	45	42	41	52	46	42	36	45	43	25	49	49	39	33	33
		=1	58	55	58	59	48	54	58	64	55	57	75	51	51	61	67	67
Cultural Universals	Laws for Different Cultures	=0	0.1	0.0	0.1	0.2	0.5	0.0	0.1	0.0	0.2	0.1	0.6	0.0	0.1	0.0	0.0	0.0
		=1	100	100	100	100	99	100	100	100	100	100	100	100	100	100	100	100
		=2	99	100	99	99	98	99	99	100	98	99	100	99	99	99	99	100
		=3	95	97	95	93	91	94	95	97	88	96	99	92	93	96	98	98
		=4	81	86	81	78	72	78	84	83	66	83	90	75	78	84	86	86
		=5	48	53	48	44	35	40	53	51	32	49	64	35	44	52	55	
	Identify Consumers and Producers	=0	6	6	5	9	8	10	5	6	10	6	3	5	7	6	6	6
		=1	93	94	95	91	92	90	94	94	90	94	97	94	93	94	94	94
		=2	69	72	72	63	60	60	74	71	58	70	83	62	62	71	79	79
		=3	22	18	25	17	18	17	24	22	19	21	35	19	18	21	30	30
		=0	2	2	3	2	5	4	2	2	5	2	0.0	5	2	3	1.1	1.1
Economic System	Products of Goods and Services	=1	97	98	97	98	95	96	98	98	95	98	100	94	98	97	99	99
		=2	83	87	82	84	70	75	90	87	70	85	98	76	78	85	96	96
		=3	59	65	56	59	35	46	67	67	40	60	83	44	50	62	79	79
		=4	29	32	28	28	13	16	36	34	13	30	54	15	22	32	46	46

PERCENTAGES OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS WITHIN EACH
SPECIFIC OBJECTIVE ON SCORE SOCIAL STUDIES TEST (CONTINUED)

Major Objective	Specific Objective	# Items Correct	State	Region			Sex By Race				Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	H	M	L	1	2	3	4
International Relations Acting For The General Interest	Resolving International Conflicts Purpose of Law Enforcement	=0	47	49	48	46	49	48	42	50	49	48	30	54	51	48	35
		=1	53	51	52	54	51	52	58	50	51	52	70	46	49	52	65
		=0	.1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
		≥1	99.9	100	100	100	100	99	100	100	100	100	100	100	99	100	99
		≥2	99.7	100	99	99	100	99	100	100	100	100	100	99	99	99	99
		≥3	99	99	99	99	100	99	99	100	99	99	100	97	99	99	99
		≥4	97	97	97	99	95	97	96	99	95	97	100	97	96	96	98
		≥5	91	93	92	91	89	89	92	94	83	92	97	91	90	91	96
		≥6	75	78	76	73	68	67	78	79	65	76	88	65	71	77	84
		≥7	42	45	41	40	31	33	46	46	31	42	56	33	34	43	54

PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS
WITHIN EACH MAJOR OBJECTIVE ON SCORE SOCIAL STUDIES TEST

Objective	# Item(s) Correct	State	Region		Sex By Race				Family Income			Parental Education				
			Mt.	Pied.	C. P.	BM	BF	WM	WF	L	M	H	1	2	3	4
Information Processing	=0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	≥1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	≥2	99	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	≥3	99	100	100	100	100	100	100	100	99	100	100	99	100	100	100
	≥4	99	100	100	99	98	98	100	100	98	100	100	99	99	99	100
	≥5	98	98	98	96	95	95	99	99	92	98	100	92	96	99	99
	≥6	95	96	96	94	90	91	97	98	86	97	100	87	92	98	99
	≥7	90	93	90	88	78	83	94	94	73	92	99	80	85	93	97
	≥8	80	87	80	78	63	70	87	86	59	83	97	66	72	85	92
	≥9	69	78	70	65	48	51	79	77	42	73	92	50	58	74	86
	≥10	57	69	57	53	36	37	68	65	31	60	85	38	44	63	79
	≥11	44	54	43	40	22	23	57	50	18	46	77	21	30	50	69
	≥12	31	40	31	28	13	13	41	38	11	33	61	14	20	34	56
	≥13	21	26	22	19	6	8	30	26	6	22	49	10	12	24	42
	≥14	14	16	15	11	13	3	19	17	4	13	37	3	6	16	29
	≥15	8	9	9	6	1	2	11	10	2	8	21	3	3	9	18
	≥16	3	3	4	2	0	1	5	4	1	3	9	1	1	4	8
≥17	1	1	1	0	0	0	1	1	0	1	3	0	0	1	3	
Physical Environment	=0	0.2	0.0	0.3	0.0	0.5	0.2	0.0	0.1	0.5	0.1	0.0	0.0	0.0	0.1	0.0
	≥1	100	100	100	100	99	100	100	100	99	100	100	100	100	100	100
	≥2	99	99	99	100	99	98	100	99	97	100	100	100	97	99	100
	≥3	98	99	98	98	96	95	99	99	94	98	100	97	97	99	100
	≥4	94	96	93	94	88	85	98	96	83	96	99	90	93	96	99
	≥5	86	91	85	85	73	71	94	89	67	88	98	79	80	90	97
	≥6	76	84	76	73	58	54	88	81	50	79	96	64	68	81	92
	≥7	62	71	63	56	39	35	78	67	33	64	93	44	50	68	84
	≥8	46	58	47	39	22	23	62	51	20	47	85	21	35	50	72
	≥9	32	35	34	26	11	11	45	36	10	32	68	15	20	34	56
	≥10	17	18	19	14	4	5	25	20	3	17	43	5	9	20	33
	≥11	6	8	8	4	2	8	9	9	1	6	18	2	2	7	15
	≥12	1	1	1	0	0	0	1	1	0	1	4	0	0	1	3

PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS
WITHIN EACH MAJOR OBJECTIVE ON SCORE SOCIAL STUDIES TEST (CONTINUED)

Objective	# Item(s) Correct	State	Region			Sex by Race				Family Income			Parental Education			
			Mt.	Pied.	C. P.	BM	BF	WM	WF	L	M	H	1	2	3	4
Cultural Environment	=0	0.3	0.3	0.3	0.2	0.2	0.8	0.2	0.1	0.5	0.2	0.0	0.1	0.3	0.1	0.6
	≥1	100	100	100	100	100	99	100	100	99	100	100	99	100	100	99
	≥2	98	99	98	98	98	98	98	99	97	98	100	98	98	98	99
	≥3	82	88	82	79	76	80	83	85	80	82	91	83	79	81	87
	≥4	14	18	14	11	8	11	16	16	11	13	30	8	9	14	21
	=5	3	3	3	2	1	2	3	3	2	2	5	3	1	3	4
Cultural Universals	=0	0.1	0.0	0.0	0.2	0.5	0.0	0.0	0.0	0.2	0.1	0.0	0.0	0.1	0.0	0.0
	≥1	100	100	100	100	99	100	100	100	100	100	100	100	100	100	100
	≥2	100	100	100	100	99	100	100	100	99	100	100	100	100	100	100
	≥3	99	100	99	99	97	99	99	100	98	99	100	100	99	99	100
	≥4	95	97	95	95	90	95	96	98	89	96	100	93	93	97	99
	≥5	89	90	89	88	79	84	92	94	75	91	97	84	86	92	96
	≥6	74	81	74	69	54	63	80	81	55	75	94	60	66	79	86
	≥7	49	55	50	45	31	36	53	58	32	49	78	31	41	53	66
	=8	20	21	21	18	6	12	21	28	10	20	38	8	12	24	30
Economic System	=0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	≥1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	≥2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	≥3	100	100	100	100	99	100	100	100	99	100	100	99	100	100	100
	≥4	99	100	98	98	97	97	99	99	97	99	100	98	98	99	100
	≥5	96	98	96	95	94	91	98	98	92	97	100	94	96	96	99
	≥6	93	97	92	92	87	85	95	96	84	94	99	85	92	93	98
	≥7	84	89	84	82	70	71	91	90	68	86	98	77	81	86	94
	≥8	70	77	70	66	47	51	81	78	47	72	93	54	62	75	86
	≥9	52	56	55	48	26	35	65	60	28	54	85	34	42	57	77
	≥10	34	40	36	28	13	17	43	42	14	34	70	18	23	38	56
	≥11	16	17	18	12	5	6	20	21	6	15	40	5	11	16	31
	=12	4	4	5	3	1	1	6	5	1	4	12	0	2	4	11

PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO VARIOUS NUMBERS OF ITEMS
WITHIN EACH MAJOR OBJECTIVE ON SCORE SOCIAL STUDIES TEST (CONTINUED)

Objective	# Item(s) Correct	Stats:	Region			Sex by Race				Family Income				Parental Education			
			Mt.	Pied.	C.P.	BM	BF	WM	WF	L	N	H		1	2	3	4
Political System	=0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	≥1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	≥2	100	100	100	100	100	100	100	100	100	100	100	100	99	100	100	100
	≥3	100	100	100	100	100	99	100	100	99	100	99	99	99	100	100	100
	≥4	99	99	99	99	98	95	100	99	99	99	99	96	96	98	99	100
	≥5	97	98	98	96	95	95	98	98	94	98	99	90	90	97	98	99
	≥6	93	94	94	92	90	88	95	95	87	94	99	84	84	91	95	99
	≥7	86	89	87	84	78	76	90	90	75	87	98	76	76	81	88	98
	≥8	74	79	76	70	64	59	81	80	59	76	91	64	64	68	75	91
	≥9	59	63	61	54	43	39	67	67	38	61	84	45	45	51	60	78
	≥10	44	52	46	39	30	24	54	51	25	46	71	28	28	36	47	64
	≥11	29	33	31	25	17	12	37	34	12	30	50	16	16	21	31	47
	≥12	16	19	17	12	9	6	21	19	4	16	35	8	8	11	16	28
	≥13	7	7	9	4	3	2	9	8	1	7	14	4	4	4	6	13
	=14	2	2	2	1	0	1	2	2	0	2	5	1	1	1	1	4
International Relations	=0	47	49	45	48	49	48	42	50	49	48	30	54	54	51	48	35
	=1	53	51	54	52	51	52	58	50	51	52	70	46	46	49	52	65
Acting For The General Interest	=0	0.1	0.0	0.2	0.0	0.0	0.5	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.0	0.2
	≥1	100	100	100	100	100	99	100	100	100	100	100	100	100	100	100	100
	≥2	100	100	100	100	100	99	100	100	99	100	100	99	99	100	100	100
	≥3	99	99	99	95	100	99	99	100	99	99	100	97	97	99	99	99
	≥4	97	97	97	97	95	97	96	99	95	97	100	97	97	96	97	99
	≥5	92	94	92	90	90	89	92	94	88	92	97	92	92	90	91	96
	≥6	75	78	76	73	68	70	78	79	66	76	88	65	65	72	77	84
	=7	42	45	42	40	31	33	46	46	30	42	56	33	33	34	44	54

PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO EACH ITEM
WITHIN EACH OBJECTIVE ON SOCIAL STUDIES TEST

Terminal Objective	Intermediate Objective	Item Number	State	Region			Race By Sex				Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	L	M	H	1	2	3	4
Information Processing	Identify Source of Information	1	93	94	93	91	88	87	95	96	81	95	99	83	89	96	97
	Several Sources	2	76	79	78	73	64	69	80	81	65	77	87	66	71	78	85
	Infer Types of Neighborhood & Geographic Conditions	59	95	96	96	94	92	93	95	98	90	96	99	91	94	96	99
		60	96	98	96	96	94	94	97	98	91	97	99	93	96	97	97
	Sequence of Events	3	46	48	46	45	33	40	50	52	31	47	65	38	39	48	62
	Chronological Order	4	60	61	61	59	55	61	59	65	52	60	77	41	57	63	72
		5	67	79	68	59	52	49	77	71	48	69	87	53	59	71	80
	Cardinal Directions	6	72	76	72	70	57	68	74	78	60	73	82	64	65	77	79
		7	39	44	37	41	36	32	41	43	30	41	47	32	35	42	48
		8	42	47	40	44	35	34	45	47	36	43	51	39	37	45	51
Physical Environment		75	30	34	29	32	22	26	36	30	24	31	38	24	26	33	36
		76	55	58	56	51	43	40	63	58	37	56	74	49	44	58	70
	Land and Water Masses	70	63	68	64	59	43	43	75	68	44	65	84	49	54	66	82
		71	55	63	54	52	39	38	63	60	36	56	79	40	45	56	74
		72	33	29	35	32	33	34	36	30	33	33	34	31	32	32	34
	Locate Country and State	73	36	38	35	35	30	32	40	36	31	35	53	33	34	35	43
		74	54	55	55	48	40	37	63	58	34	56	75	38	44	57	72
	Effect of Physical Environment	13	85	89	86	81	75	74	92	86	72	86	98	74	76	89	96
		66	70	79	69	66	52	42	84	74	44	72	93	54	62	74	86
		67	56	64	58	49	43	37	69	57	39	56	85	46	48	58	73
Physical Environment	Adapting to Physical Environment	9	90	94	91	88	84	79	95	94	79	92	97	84	88	92	97
		10	26	20	28	25	27	29	27	22	31	24	24	34	29	24	24
		11	86	87	86	85	76	76	91	89	75	87	93	77	83	88	93
		12	67	73	66	66	53	58	73	72	51	69	85	56	61	69	80
		14	63	50	54	54	51	46	56	54	39	54	71	41	49	55	64
	Geographic Conditions and Industrial Development	68	57	62	58	54	41	43	65	62	40	58	82	56	48	60	73
		69	57	61	58	54	41	43	66	60	37	59	76	44	48	62	70

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PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO EACH ITEM
WITHIN EACH OBJECTIVE ON SOCIAL STUDIES TEST (CONTINUED)

Terminal Objective	Intermediate Objective	Item Number	Region			Race By Sex				Family Income				Parental Education			
			Mt.	Pied.	C. P.	BM	BF	WM	WF	L	M	H		1	2	3	4
Physical Environment	No Contact Between Communities	77	31	32	28	23	19	38	33	21	32	44		19	26	32	44
	Interdependence	15	40	38	38	28	33	41	46	29	40	56		31	34	43	50
	Heredity versus Environment	41	86	87	83	84	84	86	89	85	86	91		84	86	85	90
		42	88	88	86	86	90	88	88	84	88	88		92	87	88	88
		43	21	22	18	12	16	24	23	17	20	40		14	15	21	31
Cultural Environment		44	85	83	87	89	88	83	82	88	85	76		90	86	84	78
		45	17	18	16	12	12	19	21	15	16	30		12	13	17	25
	Requirements for Survival	19	72	72	69	51	60	76	82	58	73	88		61	66	75	84
	Laws for Different Cultures	20	74	74	72	61	64	77	81	60	75	92		62	67	77	87
		21	58	58	59	48	54	58	64	55	57	75		51	51	61	67
Cultural Universals	Specific Changes and Their Effects	54	85	85	85	82	86	87	84	79	86	88		82	85	88	85
		55	88	88	87	79	86	90	92	80	89	96		81	86	91	92
		56	65	67	62	63	64	66	66	57	66	72		67	64	67	68
		57	90	90	89	83	84	91	94	82	91	98		83	87	92	96
		58	94	94	92	89	91	95	95	86	94	99		89	91	94	98
Economic System	Identify Consumers and Producers	16	70	70	69	64	59	77	71	59	72	79		67	67	67	77
		17	75	79	70	69	73	78	76	71	75	88		72	70	70	82
		18	38	43	33	38	36	38	40	36	36	47		36	37	37	45
	Producers of Goods and Services	62	59	59	59	52	56	62	62	51	59	76		46	55	55	74
		63	61	60	61	43	55	66	66	48	61	81		54	53	53	75
Political System	Factors Affecting Values of Goods	23	64	65	58	46	45	75	70	46	65	88		50	58	58	78
		24	96	96	95	92	93	97	98	92	97	99		96	94	94	97
		25	64	66	58	49	57	67	67	58	63	80		50	62	62	76
		26	93	93	92	89	84	95	96	84	94	97		91	92	92	96
		27	79	80	79	77	76	80	82	72	80	85		76	80	80	92
Political System	Purposes of Government	35	81	79	83	77	83	82	80	80	81	85		76	80	80	81
		36	72	73	70	69	66	75	72	65	73	78		72	69	69	76
		37	51	52	48	57	49	53	45	54	51	43		51	52	52	51
		38	53	53	51	60	46	56	49	55	52	54		52	50	50	54
		39	79	81	75	68	70	84	83	71	80	91		67	73	73	89
Political System		40	71	74	67	79	66	72	69	72	71	69		76	72	72	70

PERCENTAGE OF STUDENTS CORRECTLY RESPONDING TO EACH ITEM
WITHIN EACH OBJECTIVE ON SOCIAL STUDIES TEST (CONTINUED)

Terminal Objective	Intermediate Objective	Item Number	State	Region			Race By Sex				Family Income			Parental Education			
				Mt.	Pied.	C.P.	BM	BF	WM	WF	L	M	H	1	2	3	4
Political System	Services Provided By Government	22	83	85	83	83	75	76	87	87	71	85	93	72	80	80	88
		28	65	70	67	61	48	56	69	74	51	66	81	53	60	60	78
		29	50	55	51	46	39	35	54	57	32	51	75	40	46	46	64
		30	63	70	63	61	46	50	70	70	47	64	87	56	55	55	81
		31	68	76	70	60	51	44	78	75	43	70	89	46	62	62	86
International Relations	Elected Offices In Government	32	89	88	90	88	83	87	90	93	82	90	98	77	87	87	96
		33	63	59	64	62	57	54	64	67	52	64	75	51	53	58	74
		61	20	22	19	20	16	15	20	23	16	20	30	17	16	16	30
		34	53	51	54	52	51	52	58	50	51	52	70	46	49	52	65
		46	85	85	86	84	89	85	85	83	89	85	81	93	86	84	82
Acting For The General Interest	Resolving Inter- national Conflicts Purpose of Law Enforcement	47	88	92	87	88	77	83	88	95	74	90	98	70	87	91	94
		48	80	83	80	78	84	77	79	80	82	79	85	79	80	78	82
		49	74	75	73	73	63	69	76	77	61	75	85	60	67	76	85
		50	94	94	95	94	90	92	95	96	92	94	99	94	93	95	97
		51	94	93	94	94	94	92	94	94	91	94	97	96	91	94	96
		52	91	92	92	88	87	87	92	93	88	91	97	91	88	90	95

00101

SUMMARY OF STUDENT PERFORMANCE ON
SOCIAL STUDIES TEST

Excellent

Identification of Source of Information From Several Sources
Factors Affecting Values of Goods
Purpose of Law Enforcement

Above Average

Requirements for Survival
Identification of Producers of Goods and Services

Satisfactory

Identification of Source of Information
Infer Types of Neighborhood and Geographic Conditions
Effects of Physical Environment
Geographic Conditions and Industrial Development
No Contact Between Communities and Physical Environment
Laws for Different Cultures
Economic Changes and Their Effects Upon Communities
Identification of Consumers and Producers
Purposes of Government
Services Provided By Government
Identification of Governor and President
Election of Officials in Government
Resolving International Conflicts

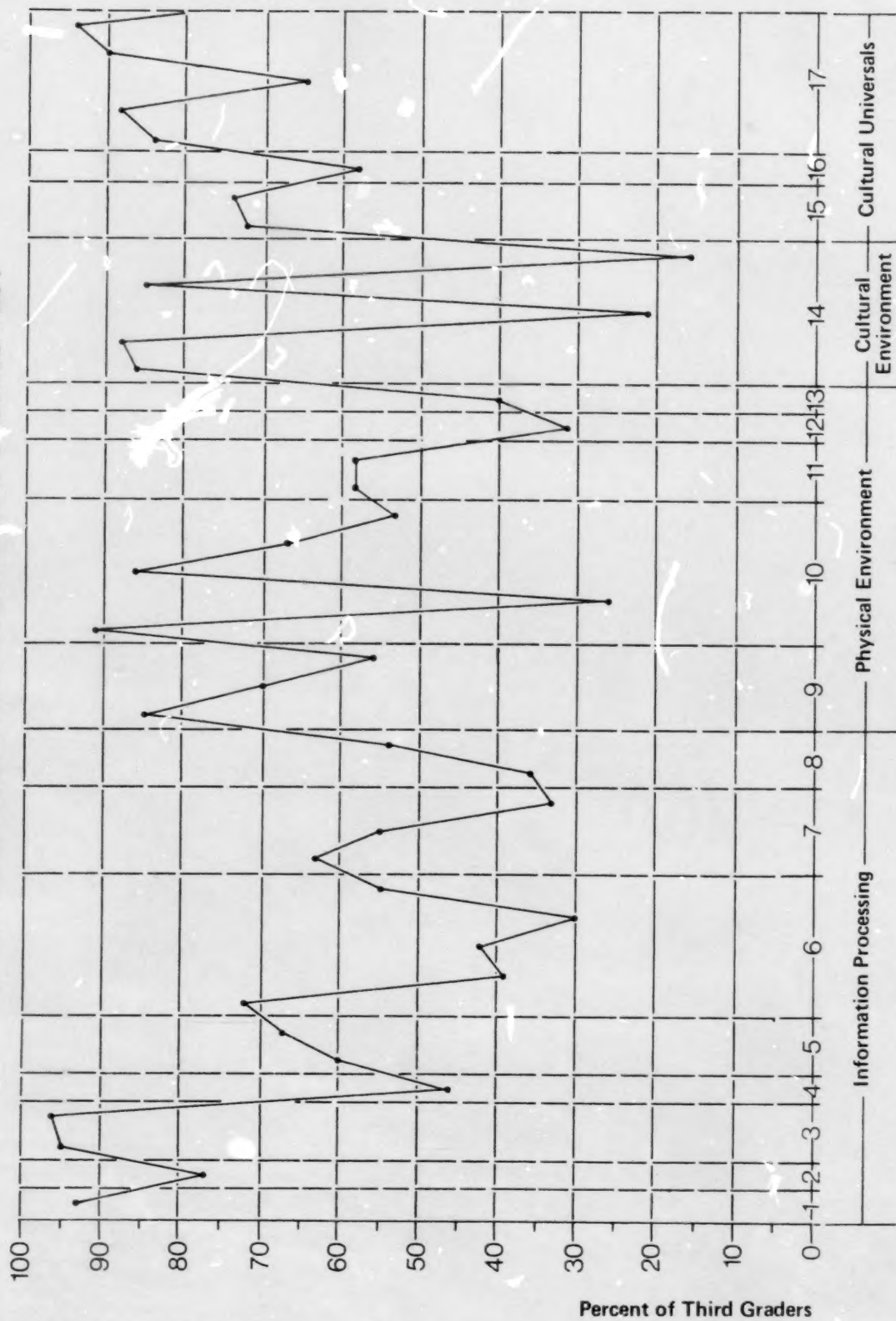
Marginal

Chronological Order
Land and Water Masses
Adaptation to Physical Environment
Interdependence Between Communities and Physical Environment

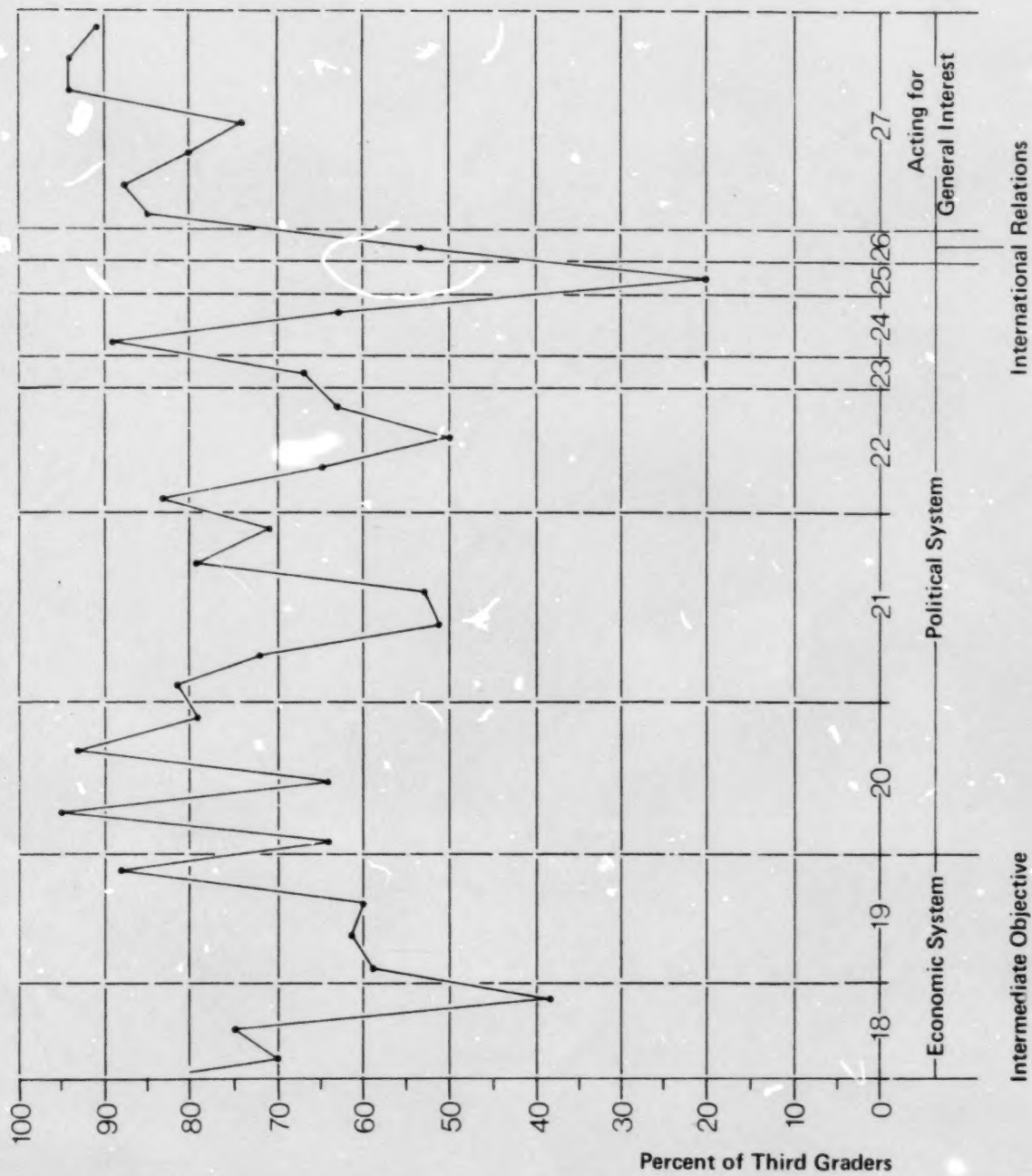
Unsatisfactory

Sequence of Events
Cardinal Directions
Location of Country and State
Heredity versus Environment
Process of Elections

PERCENT OF N. C. STUDENTS RESPONDING CORRECTLY
TO ITEMS ON OBJECTIVE BASED SOCIAL STUDIES TEST



PERCENT OF N. C. STUDENTS RESPONDING CORRECTLY
TO ITEMS ON OBJECTIVE BASED SOCIAL STUDIES TEST



AVERAGE SCORES AND RANGES BY CLASSIFICATION VARIABLES FOR OBJECTIVE BASED SOCIAL STUDIES TEST

